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ABSTRACT

The handbook is a guide for Internal Revenue Service (IRS) personnel managers charged with providing career counseling for employees involved in the voluntary Upward Mobility program. Any IRS employee in a career ladder where the journeyman level is grade 7 or lower is eligible to compete for an Upward Mobility Target Position. Every employee in grades 1-7 is given a skills and interest survey; two completed example surveys are included to acquaint personnel managers with their use in counseling interviews. The next step involves the identification and matching of projected vacancies with employee interests, or the recommendation of alternate career goals. A problem-solving exercise (helping an employee decide between taxpayer service representative and revenue agent) offers counseling techniques. At this point, the employee is ready to develop an individual development plan of objectives and activities for the coming year. The plan needs to be responsive to competition, the possibility of failing to achieve a stated objective, and to revision. For self-instructional purposes, a number of possible employee situations are presented with overall ways of handling them. Sample projection vacancy charts are included as well as sample occupational information for 11 IRS positions. (EA)

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Upward Mobility Career Counseling

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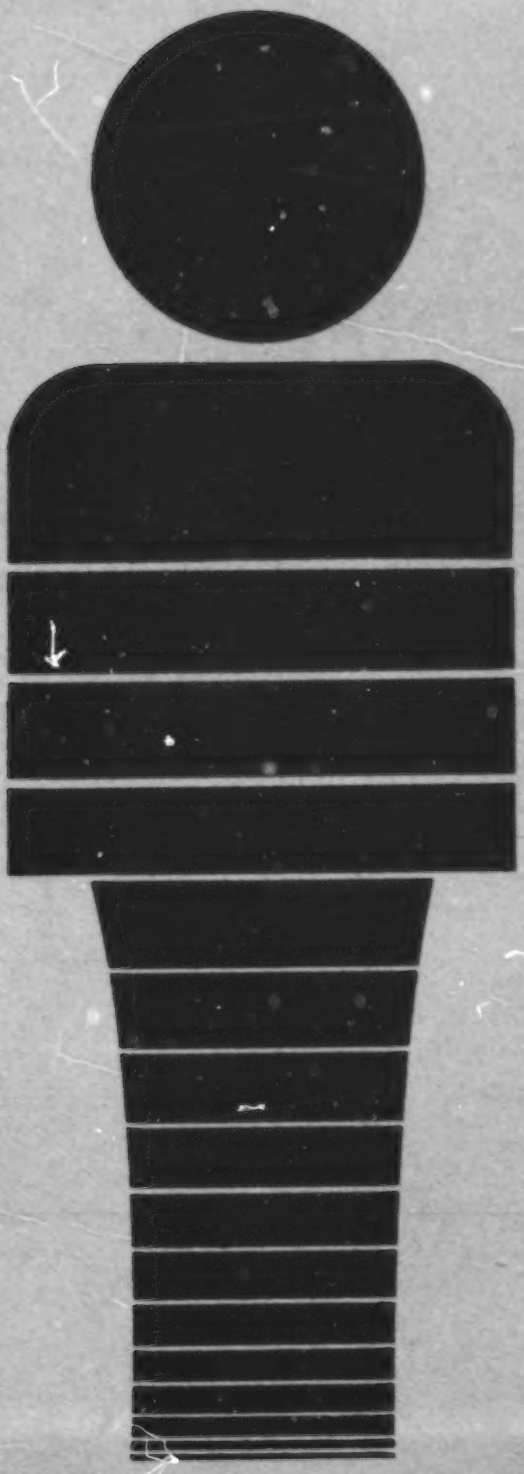

A Self-Instructional Text for First-Line Managers

Prepared by
Department of the Treasury
Internal Revenue Service

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Upward Mobility and career counseling are nothing new to IRS. Every time you answer an employee's questions about job opportunities and his or her individual chances for advancement, you are career counseling. Likewise, the Service has always encouraged its employees to move up through the ranks. A substantial portion of IRS professional positions are held by employees who began in other IRS jobs.

There are two types of IRS training programs to help employees advance. First, employees can enroll in regular training programs like the Self-Study Lab, After-Hours and Out-Service Training, and Correspondence Courses. These activities will improve their chances for promotion and advancement. Nothing has changed. Secondly, any employee in a career ladder where the journeyman level is grade 7 or lower is eligible to compete for an Upward Mobility Target Position. An employee selected for a target position will be given all the training necessary to meet the entry level requirements for that job, even if it is completely outside his or her present field. If he or she successfully completes all the training, the employee will move into the target position with no further competition. The funds for this training come from a new Upward Mobility program established especially for this purpose.

Is your employee eligible for the program?

Let's look at specific cases.

A Tax Auditor Trainee is a GS-5. However, the journeyman level--the working level--for the Tax Auditor position is GS-9. This trainee does not have to compete to get a grade 9. If he or she successfully completes all the training and meets all the other requirements of the probationary period, the trainee is automatically promoted to grade 9. Tax Auditor Trainees are not eligible to compete for training for Upward Mobility Target Positions.

On the other hand, the journeyman level for a Taxpayer Service Representative is grade 7. A TSR must compete to be promoted to any grade 8 positions that open up. TSR's are eligible to compete for training for Upward Mobility Target Positions.

A third example is the Tax Examiner, GS-592. This career ladder ends at grade 7. The only positions above that level are supervisory. These naturally require competition. Tax Examiners, GS-592, are also eligible to compete for training for Upward Mobility Target Positions.

These target positions will come from regular staffing needs. Each year local top management will set aside some of the anticipated vacancies in your District Office, Regional Office, or Service Center. These will be designated as Upward Mobility Target Positions. Eligible employees will be able to compete for these positions. Those who are selected will receive whatever classroom and OJT training they need to qualify for entry into these positions. Anyone who is selected for the program and successfully completes all the training will move into a target position.

What's new about this most recent phase of the IRS Upward Mobility effort is the range of training and development the Service can provide its employees. Previously, classroom training and OJT details were primarily limited to activities which improved an employee's performance in the present career. Sometimes an employee who clearly demonstrated the talent and potential to move on to a more technically advanced job could not because he or she had no way to get the training or specialized experience necessary to qualify in the career area. Under the new program we will be able to provide training and development for Upward Mobility participants that will qualify them for other careers.

Upward Mobility is then merely a new aspect of an old responsibility--developing your employees. The Upward Mobility Program will make more information available on:

1. what career opportunities exist

2. what qualifications are needed for each of these jobs and

3. what formal training and developmental assignments are available to prepare an employee to qualify.

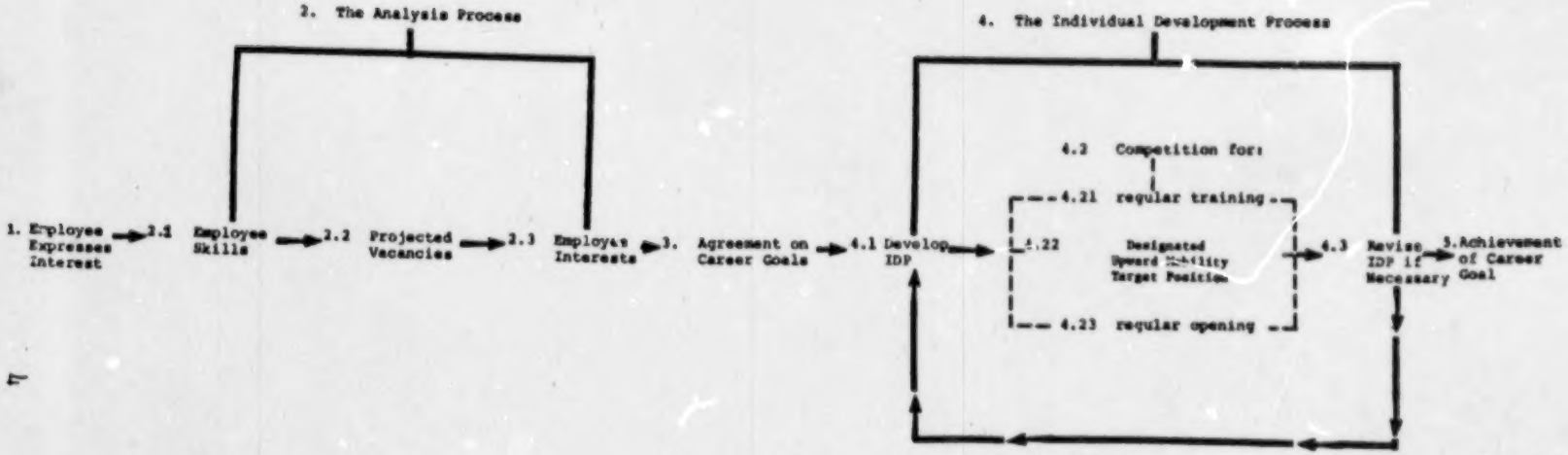
With this data available in a clear and simple format, it will be easier for you to answer your employees' questions. For instance, if your Typist wants to know what's needed to get a grade 4 secretarial position, you can now give him or her information on the minimum requirements, the number of projected vacancies, and what courses are available in the Self-Study Lab or a neighboring school that would qualify him or her for the job. As you can see, you'll be able to give more thorough and more concrete advice on how employees can develop themselves in their present careers.

If one or more of your employees are selected for Upward Mobility Target Positions, your counseling will direct them

toward preparing for the target job. This would include arranging and providing time for the employee to participate in whatever classroom training and/or OJT details you find the employee needs to qualify for the target position. In addition to the Upward Mobility materials you receive, the Upward Mobility Coordinator and the Training and Personnel people will be available to give you guidance and information.

Upward Mobility is a Presidential level objective for FY'75. Treasury and top IRS managers are committed to the program. The decisions you make and the advice you give will have a direct effect on your employees for the rest of their careers--10, 20, perhaps the next 30 years. You must approach the Upward Mobility program in a thoughtful, thorough, and deliberate way.

UPWARD MOBILITY CAREER COUNSELING



This is the U/M Career Counseling Process. The focus of the process is on sources of information and factors to consider when helping an employee structure a plan for self-development. We will examine each step of this process in detail.

1. EMPLOYEE EXPRESSES INTEREST

Who do I counsel and when?

Every employee in grades 1-7 will be given a Skills Utilization Survey. We've included a sample survey as Exhibit 1. While the format of this survey may vary from region to region, as a minimum, each survey will contain the following:

1.1 A place for the employee to indicate whether he or she is

1.11 eligible for Upward Mobility
1.12 interested in Upward Mobility.

1.2 Work-related training and skills

1.3 Training and skills acquired outside of work

1.4 Long-range and short-range career goals

1.5 Employee aspirations

1.6 Factors the employee feels are preventing him or her from advancing, for instance, lack of training or experience, no vacancies at higher grade levels, handicaps, etc.

The employee will give you a copy of his or her questionnaire. If he or she is both eligible for and interested in Upward Mobility, you must schedule a counseling session as soon as it is mutually convenient. Do you have an eligible employee with good potential who didn't express interest? You might want to talk to this employee. Do you have employees who are not eligible but are interested? You'll probably want to talk to these people, also. Take a moment, and see what their questions are. Perhaps, they only want a few facts on projected vacancies in the next step in their career ladders.

Okay, one of your employees has indicated that he or she is both eligible for and interested in the Upward Mobility Program, and you have scheduled the counseling interview. It's time to analyze the employee's career options.

2. THE ANALYSIS PROCESS

There are three key factors to consider in the analysis segment of the career counseling session:

Employee Skills	Projected Vacancies	Employee Interests
What skills or potential skills does the employee have?	How many and what kind of vacancies does the Service expect to have available?	What does the employee want?

These factors are interrelated.

In helping an employee make a career decision, you will have to consider these factors more or less simultaneously. For the moment, let's look at each one individually.

2.1 Employee Skills

What skills and potential skills does the employee have?

You should already have some idea of this individual's ability. This is your own employee. You have been assigning him or her work and evaluating his or her progress all along. In addition you have the information from the skills survey and the employee's personnel file. You also have the employee himself or herself. Ask this individual what his or her skills and weak areas are. Make the employee realistically reflect on his or her potential. Consider the following:

2.11 Look for areas that were rated high in the employee's past performance appraisals. This person may have skills or traits that are not important in his or her present job but which could be used in a different career. An ability to communicate well orally--to meet and deal--may not be important for a Clerical employee, but it is essential for a Revenue Representative.

2.12 Look for skills that have been picked up or developed through hobbies or community service work. Is your Mail Clerk the treasurer for his or her church group? That bookkeeping experience might form the foundation for an accounting-related career.

2.13 Does the employee have any special training which could be applied to a different job? Has he or she taken any of the self-development courses IRS offers? Did he or she get any training in previous jobs? In the military? In a community college or continuing education program?

2.14 Does this employee have skills which are not used in IRS, for instance, musical ability? If so, be honest with him or her. Perhaps you can suggest some training to develop other, IRS-related, skills. Possibly you are aware of some other agency which might use the employee's skills.

2.15 Make sure you don't take for granted a trait or skill required in the present job. Even in the simplest jobs, employees can demonstrate traits which show competence, ability, and the potential to move on to a more responsible position. For example:

2.151 Ability to learn and adapt to new procedures quickly and easily

2.152 Ability to work without continuous supervision

2.153 Ability to organize work, set priorities, and establish procedures for getting the job done

2.154 A knowledge of where and when to seek needed information

2.155 Ability to work effectively with fellow employees and the supervisor.

Avoid being trapped into overestimating or underestimating an employee. You may have someone who's a hard worker and who is terrific at his or her present nontechnical job. You may think this person can handle any job in the office. Good intentions and motivation are not enough, however. If this employee is simply not equipped to handle a more technically advanced job, your high opinion of him or her will not make his or her failure in that other job any easier to live with. Conversely, you cannot allow your anger or frustration with someone who is not performing acceptably in a nontechnical job to force you to automatically dismiss the possibility that this individual might have real potential to perform well in another, more challenging position.

2.2 Project Vacancies

What jobs are to be considered? What are the needs of th Service? What jobs will be opening up and when? Where do I g this information?

In the context of Upward Mobility, "the needs of the Service" means very simply the number and kind of jobs IRS predicts will open up in a given period of time. Your Upward Mobility Coordinator will be the main source of this informati

He or she will supply you with the following:

2.21 Local IRS strength reports by career field

2.22 Locally projected manpower needs

2.23 Filled positions having rotational possibilities

2.24 Specific bridge jobs

2.25 Specific educational and training opportunities ar the deadlines and procedures for applying

2.26 Background on broad occupational fields in IRS

2.27 Merit promotion and performance evaluation procedures.

You will also be able to get the following if you make a special request:

2.28 Job vacancies, Regional Office, District Office and/or Service Centerwide

2.29 Background information on the nature of special emphasis programs like the Federal Women's Progra the Spanish Speaking Program, etc.

2.210 Civil Service Commission X-118 Qualifications Handbook

2.211 Outlook--Labor Department Occupational Handbook

2.212 Catalogues, brochures, related materials from loca schools, colleges, universities

2.213 Materials relating to the Government Employee's Training Act

2.214 Civil Service Commission Training Catalogue

Be realistic when using the projected number of vacancies. Predicting future manpower needs is an inexact science. The figures you are working with are only projections--educated guesses. A hiring freeze could radically alter the vacancy picture. An employee's decision to move into a specific career will have far-reaching effects on his or her future. Be very cautious about advising your employee to base long-range career decisions upon the predicted number of vacancies.

Suppose the information you receive from the Upward Mobility Coordinator indicates there will be two vacancies in Job A and five vacancies in Job B. You shouldn't recommend Job B solely on the basis that there might be three more vacancies in that job area. You need to apply common sense and your own knowledge and experience:

2.221 Does there always seem to be a need for either of these jobs?

2.222 How many positions do we have in each of these career fields? If we have 100 Position A but only 10 Position B, the long-range turnover might mean that there would be more promotion possibilities in Job A.

2.223 Are either of these jobs used elsewhere in the Service Center, the District, or the Regional Office? There may be a limited number of Position A or B in your own section, branch, or post of duty. However, if A or B is widely used throughout your bargaining unit, this could also influence the turnover rates and the future possibilities for promotion.

2.224 Could there be openings for either of these jobs in a new program area like Employee Plans/Exempt Organizations (Pension Trust)?

2.225 Do you know of any changes in the manpower needs in the section or function where this job is located? Is the workload there increasing or decreasing?

2.3 Employee Interests

What does the employee want? Does he or she have any definite plans or preferences? Even if the employee comes to you with a 10-year Individual Development Plan worked out in detail, you should still go through the process of analyzing his or her basic skills and discussing the variety of career options available. You may, in the end, suggest a number of possibilities that the employee is unaware of.

2.4 Problem I: Analyzing the Skills Survey

We've talked about analyzing the skills of an employee and beginning to consider alternative career options. Let's look at an example:

> Loretta Leaf asks for an interview. She's a Typist who has worked for you for about a year. She's reliable, independent, and types fairly well. Here's a copy of her skills survey:

INTERNAL REVENUE SERVICE

Employee Skills and Interest Survey

Upward Mobility

(Please print or type)

Instructions: This form must be filled out in duplicate. One copy will be retained by the first-line manager as a base document for the Employee's Career File and one copy will be forwarded, by the first-line manager, to the Upward Mobility Coordinator. All eligible employees must fill out this form. The information contained in this inventory, along with other pertinent information, will be utilized as a basis for the establishment of your Individual Development Plan (IDP). It is, therefore, very important that you answer the questions as carefully and as completely as you can. (If additional space is required to complete your answers, use additional sheet(s) of plain paper and identify items by Section Number and Item, i.e., Section II, Item 3E, etc.)

Section I. General Information

(1) Name (Last, First, Middle Initial)			(2) ☐ Male ☒ Female Check One
Leaf, Loretta			
(3) Social Security Number	(4) Present Job Title		
000 | 000 | 000	Clerk-Typist		
(5) Occupational Code (Series 201, 301, etc.)	(6) Grade	(7) No. of Years In Grade	(8) No. of Years Federal Govt
322	3	3	3
(9) Office	(10) Organization (Division, Branch, Section)		
Oceans Service Center	Facilities		
(11) Your Office Phone Number	(12) Supervisor's Name	(13) Supervisor's Phone Number	
x-6666	M. Oak	x-6662	

Section II. Program Participation (check)

Instructions: (To be eligible for the Upward Mobility Program, you must be a full-time regular employee, Grade 1 through 7 or equivalent, who **is not in a career ladder position** that normally extends beyond the GS-7 or equivalent level. Participation in the Program is voluntary.) If you check either Items #2 or #4 in this Section, you need not complete the rest of the survey. Please sign and date, then return this survey as instructed. If you check Items #1 and/or #3, please complete the rest of this inventory.

(1) ☒ I am eligible for participation in the Upward Mobility Program

(2) ☐ I am not eligible for participation in the Upward Mobility Program.

(3) ☒ I am interested in participating in the Upward Mobility Program.

(4) ☐ I do not wish to participate in the Upward Mobility Program at this time; however, I understand that I may apply at a later time. (Please explain) _____

Section III. Job Interests

(1) Do you feel you can advance in your present job? ☐ yes ☒ no

(2) If yes, what is the highest grade you can reach in your present job? _____

(3) If no, what do you think is preventing you from advancing? (Check)

☐ Education ☐ Experience

☐ Training ☒ No vacancy at next higher grade

☐ Physical Handicap Explain _____ ☐ Other (Explain) _____

(4) What kind of job(s), other than your present one, do you now feel capable of performing? _____ Cash Clerk

(5) If you had the chance, for what kind of job(s) would you like to be trained? Cash Clerk _____

Section IV. Work Experience

Beginning with your present position, list all the jobs you have held in IRS. If you have worked at IRS less than five (5) years, include other jobs you have held within the past five (5) years. In column "e" below, include any special committees or task forces to which you may have been assigned, in addition to your regular duties.)

Dates of Employment (Month/Year) A.	Division and/or Agency B.	Position or Title C.	GS Level D.	Duties E.
(1) From 9/71 To present	Admin.	Clerk-Typist	3	Typing Requisitions Checking Invoices answering telephone
(2) From To	Housewife			Working Travel Vouchers
(3) From To				
(4) From To				

Section V. Education, Skills and Training

(1) Please circle below the highest level of formal education completed:

Elementary and High School: 1 2 3 4 5 6 7 8 9 10 11 12
College: 1 2 3 4 Major: Minor: Degree:
Graduate Work: 1 2 3 Major: Minor: Degree:

(2) List any additional training or education you have received within the last five years, i.e., night school courses, correspondence courses, apprenticeships, Armed Forces training, on-the-job training, Government training courses, etc.

Dates From - To	Type of Training

15

(3) Please list below any skills you have which you are not using in your present job. (Remember to list all skills and abilities regardless of how you gained them; include those you taught yourself, those taught to you by family members, friends, those gained through hobbies, past experiences, part-time work, volunteer work, etc. Some examples of skills are: painting, truck driving, teaching, bookkeeping, public speaking, leadership, typing, using calculators, adding machines, Xerox, etc.

Type of Skill	How & When Gained	Amount of Experience Using this Skill	Would You Like to Have a Job Using it?
(1) Bookkeeping	Secretary/Treasurer for the "5 ACES"	two seasons (18 mos)	yes
(2)			
(3) other hobbies	Bowling team, crossword puzzles, needlepoint	6-7 years	no
(4)			
(5) Musics	Church Choir	5 years	no
(6) Singing			
(7)			
(8) Organizing	Chairlady, local United Fund Drive,		
(9)	Chairlady several	6 years	yes
(10)	PTA Committees		

(4) Please check all examinations you have taken and received eligible ratings (Even if the eligibility has expired)

- ☐ Federal Service Entrance Examination (FSEE)
- ☐ Stenographer
- ☐ Tax Examiner
- ☒ Typist
- ☐ Junior Federal Assistant (JFA)
- ☐ Other(s) [Specify] _____

Section VI. Recognition

Please

Please list below any honors, awards or commendations (work related, community or other) you have received.

Type of Award	Awarded By	Date

Section VII. Career Goals

Short Range	Long Range
(Example: Advancement to Stenographer, Revenue Representative, TSR, Audit Accounting Aide	(Example: Special Agent, Revenue Agent, Revenue Officer Tax Auditor
I'm not going anywhere right now. I'd like to get into a better job. [redacted] [redacted]	don't know

Section VIII. Remarks

Please feel free to make any remarks you desire.

What I'm doing isn't bad, but I'm stuck here. I want to improve myself.

(Date)

Loretta Leaf
(Signature)

In looking over her skills survey you see the following:

Chairlady, 1974 local United Fund Drive
Active participant in P.T.A.
Hobbies include crossword puzzles, and needlepoint.

While she is not the fastest Typist in your section, she is one of the more accurate. You look over her evaluations and some of her work. She is a neat and precise worker who pays great attention to detail. She is the office expert on travel vouchers, and other secretaries consult her on the accepted style or format for different kinds of letters that have to be typed.

In the interview itself you ask her where she feels her strengths and weaknesses lie, and she gives you the following breakdown:

Strong	Needs Improvement
a. organizing things	a. shorthand--very weak That's why she is not a Clerk-Stenographer.
b. working with people--really loves her United Fund, P.T.A. work	b. typing--could be faster
c. excellent proofreader, very good with the Style Manual Other Secretaries come to her to find out what format things should be typed in. She's a perfectionist. Everything has to be correct, or she isn't happy.	

She feels she could probably improve her shorthand and increase her typing skills, but she really wants to do something else.

Question

Use the Career Ladder Charts at the beginning of the Sample Careers Handbook on p. 78.

Based on the information that you have, list in the spaces below at least three kinds of jobs or career fields you feel she should consider.

2.41.

2.42.

2.43.

Answer

There aren't really any right or wrong answers to this question at this point. The objective was to get you to begin thinking about employee skills and relating them to jobs around you. The information on Loretta is so general that a wide variety of answers are possible. For example:

People familiar with District Offices have given the following answers:

Audit Accounting Aide
Remote Terminal Operator
Revenue Representative
TSR

People familiar with Regional Offices have given this answer:

Accounting Technician

People familiar with Service Centers have given these answers:

First Read Examiner
Tax Examiner Positions such as those in Unpostables, Examination, or Research

2.5 Problem II: Analyzing the Skills Survey

Let's look at another case. Say, for instance, that you are a first-line manager in the Adjustment Branch of the Rocky Mountain Service Center in Mountain City. Jane Doe, a Tax Examiner in your unit, comes in for counseling. Her skills survey follows. Look it over.

INTERNAL REVENUE SERVICE

Employee Skills and Interest Survey

Upward Mobility

(Please print or type)

Instructions: This form must be filled out in duplicate. One copy will be retained by the first-line manager as a base document for the Employee's Career File and one copy will be forwarded, by the first-line manager, to the Upward Mobility Coordinator. All eligible employees must fill out this form. The information contained in this inventory, along with other pertinent information, will be utilized as a basis for the establishment of your Individual Development Plan (IDP). It is, therefore, very important that you answer the questions as carefully and as completely as you can. (If additional space is required to complete your answers, use additional sheet(s) of plain paper and identify items by Section Number and Item, i.e., Section VI, Item 3E, etc.)

Section I. General Information

(1) Name (Last, First, Middle Initial)	(2) ☐ Male ☒ Female (Check One)	
Doe, Jane		
(3) Social Security Number: 000 | 000 | 000	(4) Present Job Title: Tax Examiner - IORS	
(5) Occupational Code (Series 201, 301, etc.): 592	(6) Grade: 7	(7) No. of Years In Grade: 2
(8) No. of Years Federal Gov't: 6		
(9) Office: Rocky Mountain Service Center	(10) Organization (Division, Branch, Section): Adjustment Branch - Taxpayer Service Division	
(11) Your Office Phone Number: X-5555	(12) Supervisor's Name: Mr. Maple	(13) Supervisor's Phone Number: X-5556

Section II. Program Participation (check)

Instructions: (To be eligible for the Upward Mobility Program, you must be a full-time regular employee, Grade 1 through 7 or equivalent, who is not in a career ladder position that normally extends beyond the GS-7 or equivalent level. Participation in the Program is voluntary.) If you check either Items #2 or #4 in this Section, you need not complete the rest of the survey. Please sign and date, then return this survey as instructed. If you check Items #1 and/or #3, please complete the rest of the inventory.

(1) ☒ I am eligible for participation in the Upward Mobility Program

(2) ☐ I am not eligible for participation in the Upward Mobility Program.

(3) ☒ I am interested in participating in the Upward Mobility Program.

(4) ☐ I do not wish to participate in the Upward Mobility Program at this time; however, I understand that I may apply at a later time. (Please explain) _____

Section III. Job Interests

(1) Do you feel you can advance in your present job? ☐ yes ☐ no

(2) If yes, what is the highest grade you can reach in your present job? _____

(3) If no, what do you think is preventing you from advancing? (Check)

☐ Education ☐ Experience

☐ Training ☒ No vacancy at next higher grade

☐ Physical Handicap Explain _____ ☒ Other (Explain) Not highest level above mess GS-10

(4) What kind of job(s), other than your present one, do you now feel capable of performing? Management Analyst Computer Specialist Tax Auditor

(5) If you had the chance, for what kind of job(s) would you like to be trained? Above

Section IV. Work Experience

Beginning with your present position, list all the jobs you have held in IRS. If you have worked at IRS less than five (5) years, include other jobs you have held within the past five (5) years. In column "e" below, include any special committees or task forces to which you may have been assigned, in addition to your regular duties.)

Dates of Employment (Month/Year) A.	Division and/or Agency B.	Position or Title C.	GS Level D.	Duties E.
(1) From 8/68 To Present	Adjustment Branch	Tax Examiner	4-7	first read tax examiner
(2) From To	College Student			completed 2 years at Rocky Mountain University
(3) From To				
(4) From To				

Section V. Education, Skills and Training

(1) Please circle below the highest level of formal education completed:

Elementary and High School: 1 2 3 4 5 6 7 8 9 10 11 (12)
College: 1 (2) 3 4 Major: undecided Minor: —— Degree: No
Graduate Work: 1 2 3 Major: Minor: Degree:

(2) List any additional training or education you have received within the last five years, i.e., night school courses, correspondence courses, apprenticeships, Armed Forces training, on-the-job training, Government training courses, etc.

Dates From - To	Type of Training
	O.J.T.

(3) Please list below any skills you have which you are not using in your present job. (Remember to list all skills and abilities regardless of how you gained them; include those you taught yourself, those taught to you by family members, friends, those gained through hobbies, past experiences, part-time work, volunteer work, etc. Some examples of skills are: painting, truck driving, teaching, bookkeeping, public speaking, leadership, typing, using calculators, adding machines, Xerox, etc.

Type of Skill	How & When Gained	Amount of Experience Using this Skill	Would You Like to Have a Job Using it?
(1) Typing	Highschool	only on computer	No!
(2) 55 wpm			
(3)			
(4)			
(5)			
(6)			
(7)			
(8)			
(9)			
(10)			

(4) Please check all examinations you have taken and received eligible ratings (Even if the eligibility has expired)

- [x] Federal Service Entrance Examination (FSEE)
- [ ] Stenographer
- [x] Tax Examiner
- [ ] Typist
- [ ] Junior Federal Assistant (JFA)
- [ ] Other(s) [Specify] _____

Section VI. Recognition

Please list below any honors, awards or commendations (work related, community or other) you have received.

Type of Award	Awarded By	Date
Superior Performance Award	Supervisor	1973

Section VII. Career Goals

Short Range (Example: Advancement to Stenographer, Revenue Representative, TSR, Audit Accounting Aide	Long Range (Example: Special Agent, Revenue Agent, Revenue Officer Tax Auditor
I want to get into a job with more advancement like the jobs in section III	I would like to get into management eventually.

Section VIII. Remarks

Please feel free to make any remarks you desire.

At the present time I can only work in the local area because of family responsibilities.

(Date)

Jane Doe
(Signature)

Questions

Write your answers in the space below each question.

2.51 Jane is interested in some fairly complex jobs: Management Analyst, Tax Auditor, and Computer Specialist. What information in the survey could you use to evaluate her ability? Does she seem average? Below average? Above average?

2.52 Do you know if her college work gives her any special preparation for any of these jobs?

2.53 While there is a small IRS District Office post of duty in Mountain City, the nearest District headquarters office is over 150 miles away. The nearest Regional Office is in the next state. Do these factors affect the job choices Jane has indicated?

(Answers on next page)

2.51 Jane has passed the FSEE (this test has since been replaced by the new PACE exam). She started as a GS-4 and moved up to a GS-7 in five years. This is pretty respectable. She would have to have done at least above average work to progress at this rate. Her record also shows that she has received a Superior Performance Award. Obviously, if you as her supervisor had given her the award you would know whether or not she was an above average worker. On the other hand, she may be new to your unit. The important point is that you should analyze the skills survey carefully, even if you think you already know the employee. The picture of the employee in the survey may give you a new perspective.

2.52 No. She states she's been to college, but you do not know what she studied. Her coursework may give her a good background for the jobs she's interested in, or it may be totally unrelated. Maybe her education could be applied to IRS jobs other than those she's listed. Use the interview to analyze and explore any formal or informal education your employees list on their skills surveys.

2.53 She has indicated she's not mobile. For any career ladder or specific position you consider, you should look only at the openings projected in her commuting area. This would exclude jobs which occur only at the Regional Office. District office jobs at posts of duty other than Mountain City would also be excluded.

You've analyzed your employee's skills and potential, and you've thought about ways that these could be improved and put to use in several other jobs. What if one of the new careers you want to recommend is in a function that's being phased out? (Stabilization was an example.) What if one of the areas you have in mind has low turnover and few openings? What if the job you feel matches the employee's skills has even less promotion potential than the one he or she is in now? Clearly, you must consider all these additional factors before making your recommendation. You need to find out what the projected vacancies are. You also need to find out what the employee's own interests are. What kind of work does he or she want to do?

2.6 Problem III: Identifying Projected Vacancies

You've got a better idea of Jane's interests and abilities. A Sample Projected Vacancies Chart begins on page 101. While the format of the information may vary somewhat from this sample, your Upward Mobility Coordinator will be supplying you with statistics on the type, the number, and the location of the anticipated vacancies in your Region. You should keep in mind that information on projected vacancies is always an estimate.

Using the information on the Sample Projected Vacancies Chart, determine whether the Service predicts a need for the jobs Jane has expressed interest in and complete the table below. Take into account the information from the interview. List the locations as well as the number of vacancies you want Jane to consider:

Career Field	Number of Projected Vacancies	Location of Projected Vacancies
2.64 Tax Technician (Auditor)		
2.65 Management Analyst		
2.66 Computer Specialist		

(Answers on next page)

Answers

2.64 There are 45 expected Tax Auditor vacancies in your region this year. However, only five are in your district, and chances are that only one of these might occur in the POD in Mountain City. Jane has already said she isn't mobile.

2.65 There are three projected vacancies in your region for Management Analysts, all three in your service center.

2.66 There is only one projected vacancy for Computer Specialist, located in your service center.

As you see, the possibilities are considerably narrowed here. This may be typical for employees at the GS-6 and 7 level who desire higher graded jobs. Many of the jobs which you might recommend to a GS-3 Clerk-Typist would not satisfy an employee like Jane, who has the additional limitation of not being mobile.

2.7 Your Role as a Career Counselor

What do you say to Jane now? Should you try to discourage her from pursuing these career goals?

Your job as a counselor is not to dictate Jane's future. You are there to realistically counsel her about her potential and to give her information on the career opportunities that are open and the competition she will face. IRS will be able to provide more training for her, and the demand will be greater in some job areas than in others. Both you and Jane need to consider this when you sit down to agree on a career goal. Obviously these factors will affect her choice. However, the final decision on what career goal she wants to pursue remains Jane's.

2.8 Problem IV: Recommending Alternate Career Goals

Study the Career Ladder Charts in the Sample Careers Handbook which begins on page 78. These charts show some of the career possibilities open to an employee like Jane. Once you have looked at these, go back to the Sample Projected Vacancy Charts. By combining the general information on career ladder possibilities with the specific information on the projected openings and number of employees on board in each position in your area, you should be able to see if there are any other jobs Jane should think about as potential career goals. List your recommendations in the space below.

(Answer on next page)

Answer

2.8 Your charts on the location of positions indicate two major IRS occupations where a large number of vacancies can be expected: Taxpayer Service Representative and Revenue Agent. These are District jobs which we will assume would be represented in the Mountain City POD. You should also consider "bridge" positions: jobs which could indirectly lead to her goal. The Computer Aide and Technician occupation has two projected openings, and the competition for such a job might not be as stiff as for Computer Specialist. The Computer Aide or Computer Technician could lead to the Computer Specialist job and make her more highly qualified for that slot. Of course, the Tax Auditor job she mentioned is also a route to the Revenue Agent job. However, it is not always necessary to go through this step, and we find that there are more projected openings for the Revenue Agent position than for the Tax Auditor position.

You've analyzed the skills survey and the information on the projected vacancies in your area. Most likely you've been getting feedback on your employee's interests throughout the counseling session up to this point. It's time to draw together all the bits of information both you and the employee have looked at and discussed and begin to arrive at a mutual agreement on the proper career goal for the employee to follow.

3. AGREEMENT ON CAREER GOALS

The final decision on a career goal for the employee involves reassessment of the basic analysis factors we've discussed:

Employee Skills	Projected Vacancies	Employee Interests
What skills or potential skills does the employee have?	How many and what kind of vacancies does the Service expect to have available?	What does the employee want?

Focus on both the long and short range career implications of pursuing Career Goal A instead of Career Goal B. You need to consider a number of factors:

3.1 What kind of training is the employee eligible for if he or she pursues Career Goal A?

This is a key question. IRS will be able to provide more training in some career areas than others. An employee selected for training for a target position will be given all the training necessary to meet the entry level requirements for that position, even if it is completely outside his or her present field. In addition, if he or she successfully completes all the training, the employee will move into the target position with no further competition. The funds for this training come from a new program established especially for this purpose.

It is evident that an employee who has been selected for a target position will have a much better chance of reaching a career goal outside his or her present career field than an employee who is working toward that goal on his or her own. On the other hand, it is possible to qualify for jobs outside the present career field by taking advantage of the regular training IRS offers in its Self-Study Lab Program, the Correspondence Course Program, and Out-Service Training. Completing the IRS Accounting Program, for example, will satisfy the formal education entry requirements for all of the following professions: Tax Auditor, Revenue Agent, Revenue Officer, and Special Agent.

Ultimately, the employee is free to set any personal career goal he or she desires. He or she should make an informed

choice, however, and must be prepared to live with that choice if it is in an career area in which IRS can provide only limited developmental opportunities. The employee is always free to revise his or her career goal and start a new IDP if no progress is being made.

When you sit down with your employee, you should determine the kind of training he or she will be eligible for in each potential career path you are considering. There are several possibilities:

Employee Career Goal	Type of Training the Employee Is Eligible For
Career Goal Outside present Career Field and either: a. Not a designated target position, or b. A target position, but employee has competed and not been selected. Career Goal is Inside present Career Field, e.g. Clerk-Typist wants to qualify as a Clerk-Stenographer.	Eligible for any self-improvement training or special details that IRS normally offers, for instance, Self-Study Lab Program, Correspondence Course Program, etc.
Career Goal Outside Career Field, but the job has been designated as an Upward Mobility Target Position. Employee (GS-7 or less) must compete for promotion to position beyond GS-7 in present career ladder.	Eligible to compete for selection for the target position. If selected, will receive all training necessary to qualify. Will move directly into the position without further competition if he or she successfully completes all the training.

3.2 Lead Time: Roughly how long will it take the employee to qualify for the job he or she is aiming for?

Personnel Specialists sometimes disagree over what parts of an employee's past experience can be counted as qualifying experience for a new job. Your objective is to make a reasonable estimate of what additional training, experience, or skill the employee must acquire.

How do you get this information?

Ask yourself:

"What are the entry requirements for Job B?" "What skills and qualifying experience does my employee already have?" The difference is the training necessary for the employee to qualify for that position. It's a very simple process:

Entry requirements for Job B from the Careers Handbook

MINUS

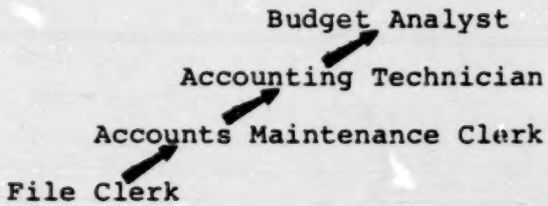
Employee's present skills and experience from skills survey, counseling interview, personnel folder, and observation and evaluation of the employee's work as his or her supervisor

EQUALS

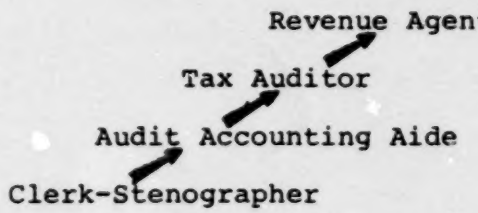
Additional specialized experience and/or increased skill proficiency the employee needs to qualify for the career goal.

By using the training information the Upward Mobility Coordinator provides you, you can get a preliminary idea of how long it will take the employee to qualify for Job B. If the career goal is a professional position, reaching the goal might mean competing for and working successfully in one or more bridge positions before actually qualifying for the final position. For example, consider the following career ladders:

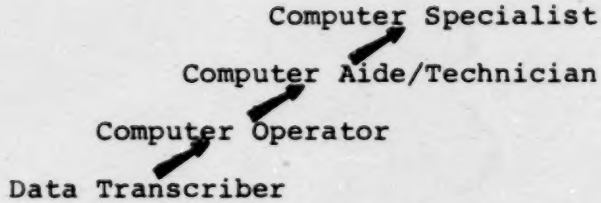
Regional Office:



District Office:



Service Center:



3.3 Differences in the Amount and/or Kind of Training Needed to Qualify for A instead of B

Does it require more training or more demanding training to qualify for Job A than it does for Job B? If the employee can qualify for Job A in a year, but qualifying for B involves a year of training plus a second year of working in a bridge position, then you and the employee must decide if B really holds more potential or will be better suited to the employee's needs and desires.

3.4 Impact on the Employee's Personal Life

The training and development program to qualify the employee for an advanced position may make some very substantial increased intellectual, emotional, and physical demands on the employee. The employee must consider the effect of these additional obligations on his or her lifestyle, family situation, health, and personal commitments. Does the employee lack confidence in his or her ability to compete in formal training? Is he or she ready to accept the possibility of training after hours? The individual's fellow workers might misinterpret his or her desire to progress as a rejection of the job they are doing, and a rejection of them, too. Is the employee ready to cope with this situation if it arises?

3.5 Motivation

While employee preference is not the only factor to consider when setting career goals, it is obviously one of the most important. How does the employee feel about the options available? Job A may look better on paper. However, if the employee feels that Job B would more nearly fit his or her own personality and lifestyle, B may be the wiser choice.

3.6 Long Range Career Implications

Make the employee look beyond a quick promotion. Make the employee consider the long range career possibilities. The employee should consider whether he or she will be happy with the career goal in 10 or 15 years.

3.7 The Possibility of Not Reaching the Goal

Wherever there is competition, there is the possibility the employee will not immediately reach the goal he or she has set. If the employee is competing for a regular opening, nothing is changed. He or she may not get the position aimed for on the first, second, or even successive tries. If the employee is competing for initial selection into a Upward Mobility Target Position, another person who is eligible for Upward Mobility might be selected instead. Even if the employee is selected into a Upward Mobility target slot, he or she cannot actually move into the job until he or she successfully completes all the training necessary to reach entry level. The employee should face the issue realistically and consider alternatives. What if he or she is not selected for a Upward Mobility target slot? What if he or she cannot get into a specific training course this quarter? The emphasis should be on exploring positive, fully acceptable alternatives rather than turning nonselection into a personal crisis. We will discuss this again in the section dealing with revising the IDP.

3.8 Problem V: Choosing the Final Career Goal

You have reached the point where it is time to make some hard decisions with Jane Doe. You have an idea of her skills, you have some ideas on what she would like to be, and you yourself have injected some other possible career goals into the

discussion. For each possibility, you have an idea of the potential openings available to Jane.

Jane has agreed that her best chances for promotion are in the areas you have mentioned as alternatives to her original ideas. Her primary concern is advancement to a higher paying and more fulfilling job, rather than limiting herself to the occupations she has named.

You and Jane have narrowed the field to two potential career goals: Taxpayer Service Representative and Revenue Agent. Fill in the work sheet that begins on the next page. List all the information you have been asked to consider in this lesson for each position. Refer back to any of the information we have already covered. Use the sample Careers Handbook to get specific information on the requirements for each job as well. Some information, for instance, whether or not Jane's experience will be counted as qualifying for one or both jobs, you would want to double check with Personnel. You might also have questions for the Training Officer. For the purpose of this exercise, do the best you can. When you are finished, you should have as complete as possible a listing of the information you and Jane would want to consider before making a final choice.

Counseling Work Sheet

Taxpayer Service Representative	Revenue Agent
Entry Level Requirements (Skills, Training, Experience, etc.):	Entry Level Requirements (Skills, Training, Experience, etc.):
Additional Training or Experience Your Employee Needs to Qualify:	Additional Training or Experience Your Employee Needs to Qualify:
Lead Time:	Lead Time:

Taxpayer Service Representative	Revenue Agent
Personal Considerations:	Personal Considerations:
Long-Range and Short-Range Career Implications:	Long-Range and Short-Range Career Implication:
Possibility of Not Reaching the Career Goal:	Possibility of Not Reaching the Career Goal:

Answer

One of the first things you should have considered is how Jane will qualify for each of these positions. This includes consideration of the experience required, the type of training required, the availability of training, and the lead time required. Your Careers Handbook summarizes the entry level requirements for each job at a variety of grade levels. Focus in on the ones your employee seems most likely to be qualified for. For example:

TSR (GS-7)	Revenue Agent (GS-5)
1. General experience 3 years 2. Specialized experience 2 years	1. Pass the IRS Accounting Correspondence Course 2. 6 months experience at GS-5 or higher in a position requiring interpretation and application of IRS Code 3. Supervisory recommendation

Now we know that Jane will have to take a correspondence course to qualify for the Internal Revenue Agent position. (If she'd had some college accounting, this might be used to substitute for part of the IRS course.) What about her experience? Here you would check with your Personnel Specialist. Jane's experience as a First Read Examiner meets the entry level qualification standards for the GS-5 Internal Revenue Agent job and the GS-7 Taxpayer Service Representative position.

If Jane's experience had not qualified her for the Revenue Agent job, your next step would have been to find out if any of the anticipated Revenue Agent vacancies had been designated as Upward Mobility target jobs. If they had, Jane could have competed for a target position. If she was selected, she would have been able to arrange for a 6 months detail to Audit which would then give her the necessary experience to meet the entry level requirements for the Revenue Agent job. On the other hand, if Revenue Agent was not a designated Upward Mobility Position, or if Jane had competed for the training but had not been selected, it is very unlikely that either you or Jane could arrange this kind of developmental detail.

Another alternative would have been to see if there was a need for Audit Accounting Aides, a bridge position. Jane could have competed for one of these positions, and if she were selected she could have acquired the necessary experience to meet the entry level experience requirements for a Revenue Agent job.

Bridge positions are especially attractive to lower graded employees. However, an employee like Jane may be reluctant to take a job as an Audit Accounting Aide. The entry level for this job is GS-4. Jane is presently a GS-7. It might also take longer for her to work her way up the ladder to Revenue Agent from the Accounting Aide position than if she could start as a Revenue Agent Trainee, GS-5. On the other hand, the competition for Revenue Agent jobs is much tougher. Jane might not be selected at all if she decides to compete for a regular Revenue Agent opening. You need to keep these things in mind when one of your employees is considering whether to aim for a bridge position or the career goal itself.

Now that you have listed the necessary qualifications you can go on to list other considerations. Have you considered lead time?

TSR	Revenue Agent
No lead time	Time required to complete IRS Correspondence Courses Accounting Program--1 1/2 to 2 years?

What personal considerations should be listed? What about motivation? You might discuss the following with Jane:

TSR	Revenue Agent
1. Indoor office job	1. Requires driving to taxpayer's office
	2. Will the accounting study interfere with family life? What about future training courses at the Regional Training Center--is she prepared to be away from home for several weeks at a time?
2. TSR's must be able to cope with all types of personalities, to meet and deal with public effectively while under pressure. Face-to-face contact as opposed to the telephone work she is used to.	3. The Revenue Agent must work in an adversary relationship to some extent. How does Jane feel about this?
	4. Is Jane's motivation strong enough to complete all the necessary training?

You can see that you will have to take an active role in this process. Jane may not understand precisely what the Revenue Agent or TSR does. Draw out her feelings. This leads into consideration of the long-range implications. How does Jane's potential match that of the job? In other words, after the promotion, is she going to be fulfilled in her new career, or will she be either unable to meet the requirements for advancement or conversely, "topped out" and frustrated again in a few years?

TSR	Revenue Agent
Lateral to TSR at present grade (7), competitive promotion to 8, possible further promotion to supervisory levels	Downgrade to GS-5 trainee level, then noncompetitive promotion to GS-11, subsequent promotions competitive to GS-13, supervisory possibilities beyond

Lastly, the above information raises the possibility of failure to attain career goals. This is a tough question for Jane. Revenue Agent is a very ambitious career goal. For either job though, failure can come at several points: non-selection for the initial entry level position, failure to complete the training, or failure to compete successfully for higher grade positions after reaching journeyman level.

TSR	Revenue Agent
Possible nonselection	1. Possible nonselection 2. Possible failure to successfully complete required training at GS-5, 7, and 9.

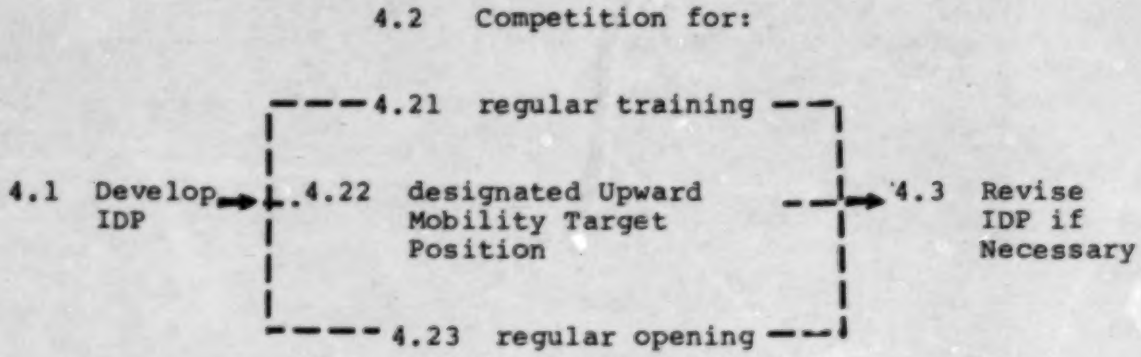
The facts are pretty well laid out now; side by side the two choices can be compared. To become a TSR, Jane must submit an Interest Card for Reassignment (Form 4536). This choice opens the way to a possible GS-8, or one grade higher than present. To become a Revenue Agent, Jane must enroll in the IRS Accounting Course, complete it, and then take a downgrade if selected as a GS-5 Revenue Agent trainee. This is a high price to pay, but the rewards (a potential GS-13) are correspondingly high. Not all decisions may be this tough, but if you and Jane are uncertain, maybe you should have considered other possibilities. Is there a third position which should be analyzed along side the other two? Could Jane become a TSR while studying accounting to eventually become a Revenue Agent? The final decision will be up to Jane. Your advice to her will be based on your individual assessment of the factors we've asked you to consider.

You and the employee have discussed all the alternatives and weighed all the factors and mutually agreed on a career goal he or she should aim for. What's left? Well, you have a rough idea of what the employee needs to reach entry level, but you don't have a systematic plan for getting there. Six months from now who's going to remember who promised what time to whom to accomplish whatever and what the standards and conditions were that influenced whether what's his or her name could go? To prevent the problem of differing expectations 6 months down the road, you and the employee should spell out exactly what you expect from each other and what he or she expects from himself or herself. The vehicle for doing this is the Individual Development Plan, the IDP. But writing the IDP is not the end either. You and the employee must do all those things you agreed to. If you don't, you must revise your plans.

We have arrived at the second large block of events in the Career Counseling system, the Individual Development Process.

4. THE INDIVIDUAL DEVELOPMENT PROCESS

Once you have agreed on a career goal, you and the employee need to develop an IDP. That IDP has to be responsive to a number of factors, principally: competition, the possibility of failing to achieve a stated objective, and the necessity of revising the IDP.



We'll discuss each of these factors separately.

4.1 Individual Development Plan

The IDP is a road map, a systematic plan for reaching a career goal. It is a timetable that supplies specific answers to the question "How do I get where I'm going?" Let's look at an example. The IDP on the following pages is the kind of development plan that might be worked out for a secretary in a Regional Training Branch who is interested in becoming an Employee Development Aide, an Employee Development Specialist, or generally interested in moving into an Administration job. The IDP format used in your Region may differ from this one, but these essential elements will remain:

4.11 Formally Stated Objectives

4.12 Specific Actions and Activities to Reach These Objectives

4.13 A Target Date for Completing the Developmental Activity

Study the sample IDP, then answer the questions that follow it.

INDIVIDUAL DEVELOPMENT PLAN
(Name)
Regional Training Branch

SAMPLE

IMMEDIATE GOALS:

1. To develop paraprofessional skills which will enhance my opportunity to broaden my responsibilities beyond secretarial/clerical work.

2. To put myself in a strong position to compete for any future upward mobility positions in Grades GS-6-9 that may be designated in Training Function or elsewhere in Administration.

OBJECTIVES AND ACTIVITIES FOR COMING YEAR (March 1974 - March 1975)

OBJECTIVES	ACTIVITIES	TIME
1. Develop skills required for performing administrative tasks necessary to preparation for and conduct of a Regional training class.	1. Assist the assigned EDS in preparing for the centralized Basic Supervisory Training course by performing the appropriate tasks on the attached list under his/her supervision.	1. 4th Quarter, FY-74, or whenever courses in conducted.
2. Develop skills and knowledges needed to provide administrative support to course development efforts.	2. Assist EDS in making administrative preparations, conducting and following up on a major course revision or up-date effort. Emphasize appropriate tasks on attached list.	2. June - September 1974

OBJECTIVES	ACTIVITIES	TIME
3. Become familiar with Regional training courses and develop skills necessary for coordinating them.	3. Assist EDS for Management, Technical and Administration Training Programs in making arrangements for one class, hosted by the region.	3. 2nd Quarter, FY-1975.
4. Develop additional skill and confidence in providing administrative support to training classes.	4. Personally provide most of the administrative support for a centralized class, receiving only general guidance from the EDS.	4. 3rd Quarter, FY-1975.
5. Develop and/or improve specific skills that are found to be deficient in performing administrative tasks in connection with above activities.	5. Specific activities are not known at this time. It is anticipated that a combination of home self-study, work in self-study labs., and a limited amount of out-Service training may be required.	5. When specific skill and knowledge deficiencies have been identified as a result of actual performance.

SAMPLE

Attachment 1 to IDP

TASK LIST
ADMINISTRATION OF TRAINING CLASSES
AND
TASK FORCES

1.1 Make administrative arrangements for task force and classroom training sessions. Follow through with all aspects, including preparation of contracts, and follow-up. Hotel accommodations, rosters, etc.

1.2 Furnish participants training materials for courses assigned. Answer certain related questions and provide general information as required.

1.3 Assist EDS's in development of contracts and purchase orders. Assist in obtaining clearance and administrative approval and making follow-up inquiries as necessary.

1.4 Process request or handle inquiry from outside sources, request for issuances of the IRS course materials.

1.5 With assistance from EDS, set-up requisition reprint orders for documents needing revisions or for new stocks.

1.6 Prepare purchase orders as required for acquisition of books, tapes, films, etc.

1.7 Prepare agenda for training courses given, and collect and consolidate evaluation sheets at the conclusion of each training course.

1.8 Assist in obtaining information to determine the annual training resource/needs.

1.9 Prepare a variety of documents such as: travel/taxi vouchers, travel itinerary and obligations.

Attachment 1 to IDP--(Cont.)

2.1 Assist in preparation of producing a tape and/or film involving a training course presentation.

2.2 Prepare Regional Document Clearance forms. Follow-up on Regional Issuances and Transmittals.

2.3 Maintain the Training Program Index and Course Status Notices and keep current. Maintain fund ledger on each program.

2.4 Assist EDS's with course materials, organizing etc. Catalog paperwork as necessary to be transmitted to the Training Center indicating necessary items needed for classrooms.

2.5 Assist in consolidation of job analysis data.

2.6 Coordinates large course typing efforts, including monitoring compliance with established format and developing new format, also proof-read galley proofs.

Questions

Write your answers in the space below each question.

4.14 What is given more emphasis in this development plan, classroom training or OJT experience?

4.15 Could an employee who had been selected for a designated target position use this IDP? (Yes or No)

4.16 Could an employee who had not been selected for a designated target position use this IDP? (Yes or No)

4.17 Would there be any differences in the training, funding, and/or placement of the two employees described above if they were pursuing the same career goal?

4.18 If your employee wants to draw up an IDP leading to a job outside his or her present career in an area you are unfamiliar with, what steps might you take to get information for the employee?

Answers

4.14 OJT experience. You will probably find this to be the case with your own employees. Outside of the IRS accounting courses, most often IRS jobs do not require any "make or break" formal training that cannot be replaced by experience at the entry level. This is especially true of bridge positions such as Revenue Representative and Audit Accounting Aide.

4.15 Yes. This would be a very good IDP for anyone who was selected for training for a target position and was aiming toward a designated target job in a Regional Training Office.

4.16 Yes, also. The primary determination you, as a manager, would have to make in this situation is whether or not you can afford to allow this secretary to spend this time in OJT training on other duties. Since the secretary in the example works in the Training Branch anyway, these assignments could easily be arranged for him or her without disrupting the office workflow. On the other hand, if this secretary was working in an Appellate Office and was asking you as her manager to allow her to leave her own work so that she could go on a series of developmental assignments in the Training Branch, obviously, you would be extremely reluctant to let her go. The employee who has been selected for training for a designated target position would not be in the same position.

4.17 One possible difference is described in 4.16. Employees who have not been selected for designated target positions will most likely have problems getting developmental assignments outside their present career fields.

A second potential difference is in the area of funding. Objective 5 in the sample IDP calls for developing and improving skills. It lists Out-Service Training as one of the possible methods of developing skills. Money to implement the IDP's of individuals selected for target positions comes from a special new Upward Mobility fund. If there were more applicants for a particular type of Out-Service Training than there were funds, Upward Mobility selectees would only have to compete against other Upward Mobility selectees for these funds. An employee who has not been selected for training for a target position is not eligible for these special funds at all. If there was competition for funding for Out-Service Training or any other training financed with regular training funds a nonselectee would have to compete against all other eligible and interested employees.

A third difference is in placement. An employee who had been selected for training for a designated target position would move into that position if he or she successfully completed all the training. A non-selectee could compete for all the same assignments but would then have to compete for the job when a vacancy occurred that had not been set aside as a designated Upward Mobility Target Position. The nonselectee would have no claim on a job even if he or she successfully completed the training.

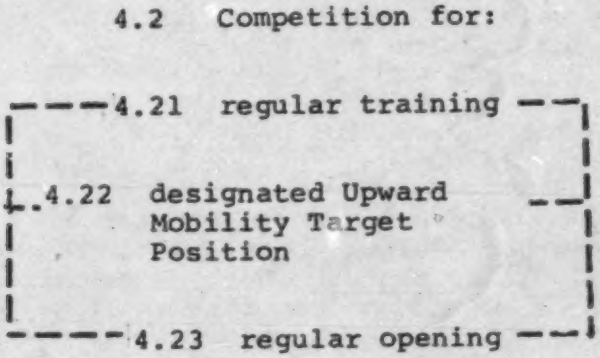
4.18 You should have at least listed "Consult the Careers Handbook." The descriptions of each job in the handbook often include a breakdown of the activities that could indicate areas in which your employee needed improvement. For instance, the description for the Accounts Maintenance Clerk's job includes a series of mathematics-related skills. If your employee needed brushing up in this area, you could begin to look for courses or assignments in his or her present job that give the employee practice working with math. The materials the Upward Mobility Coordinator will be supplying you will include brochures, recruiting information, etc., on IRS jobs. These might also give some indication of what the career goal job involves.

You could also get information from employees or managers who might presently be working in the career area your employee is interested in. Some employees in your office may be selected to serve as Upward Mobility resource persons who will provide you with information on their job, for instance, Revenue Agent, Budget Analyst, Tax Examiner, etc..

You could also contact your Personnel and Training Offices or your Upward Mobility Coordinator. All three will try to help you.

4.2 Competition

There are a number of situations in which an employee will have to compete for an opportunity to achieve an objective in his or her IDP. Generally, this competition will fall into one of three categories:



4.21 Competition for Regular Training

Most major IRS labor agreements contain some provision for competitive selection for any training which is given primarily to prepare employees for promotion. Management's determination of what courses "primarily prepare employees for promotion" varies from Region to Region. An example of an activity that clearly prepares employees for promotion would be to arrange for a limited number of clerical employees to take shorthand classes at a local high school to improve their skills and qualify them to be clerk-stenographers. The important point is that both you and the employee need to recognize that he or she may have to compete for some of the training you have scheduled in the IDP. This is especially true for Out-Service Training. When there is competition, there is the possibility that the employee will not be selected.

4.22 Competition for a Designated Upward Mobility Target Position

Once an employee is selected for a target position he or she will get all the training needed to qualify for the position. If the employee successfully completes the training, he or she will move into the target job. This may sound just too good to be true to an employee stuck in a dead-end job and looking for any possible way out. The problem is that there will naturally

be some limit to the number of jobs that your local top management feels it can set aside as Upward Mobility target positions. Most likely there will be more eligible employees interested in the program than there will be target positions. Obviously someone, maybe your employee, will not be selected. You've got to make your employee face the situation realistically from the start. Merely writing in an IDP that he or she is aiming for a job as a Tax Auditor doesn't mean he or she will be selected, and, if selected, there's no guarantee he or she will successfully complete all the training.

4.23 Competition for Any Regular Opening

Your employee would have to compete for any regular openings (positions not designated as Upward Mobility Target Positions) in the regular manner. Nothing has changed in this regard. The employee would be competing against all interested and eligible candidates when seeking a regular opening.

4.3 Revising the IDP

By now you should have impressed upon the employee that he or she may not achieve one or more of the objectives stated in the IDP. The employee may fail to get into a course he or she needs, or not be selected for a target position, or not be selected when he or she competes for a regular opening. It is also quite possible that the employee may simply not have the ability to achieve a goal he or she has set.

Just working with your employees to develop IDP's is not enough. You have to stay in touch with your employees and monitor their progress. When an employee fails to meet an objective, the two of you must revise the IDP. This could be as simple as changing the target date for completing a course from the 3rd quarter to the 4th quarter. On the other hand, it may involve reconsidering the career goal and writing a brand new IDP.

Make sure the employee understands in the very first counseling session that failure to achieve objectives and revision of the IDP--even revision of the career goal itself--is nothing to be ashamed of. Try to keep the employee from turning the failure to meet an objective into a personal crisis. You can do this if you act to revise the IDP quickly so that the employee can focus on the new goal rather than brood over the missed one.

5. ACHIEVING THE GOAL

Up to now we have been defining employee career goals in long range terms. Before an employee actually reaches his or her final career goal, he or she may have to set up and achieve a series of intermediate goals. The exact nature of these goals will depend on your employee's situation. While it's impossible to predict precisely what action you should take with every employee you will be counseling, we can describe a number of possible employee situations and suggest overall ways of dealing with them:

Situation 5.1 The Employee Is Under-Utilized

This is an employee who already meets the entry level qualifications for more technically advanced jobs in areas in which the Service predicts it will have vacancies. This individual really doesn't need to compete for a target position; he or she already has the skills and experience necessary to qualify for the job.

It may even work against an under-utilized employee to compete for a target position. The target position training may very well begin with a bridge position which an employee like this could bypass if he or she competed directly for a regular opening in the career goal area. We discussed this earlier in relation to Jane Doe.

An employee in this situation should compete for the next regular opening in his or her interest area. If he or she is not selected, the IDP should focus on activities that will enhance the employee's chances for selection when other vacancies in the career goal area are announced. If the employee feels he or she cannot attain that particular goal, you and the employee should investigate alternative job fields and possibly revise the long range career goal.

Situation 5.2 Employee Is Interested in, But Not Presently Qualified for a Career Goal Outside Present Career Field, Career Goal Not a Designated Upward Mobility Target Position.

Most likely you have faced this problem already. The secretary in the training Division who wants to be an Employee Development Specialist that we talked about in section 4.1 typifies this situation. He or she would be eligible for a number of regular In-Service and Out-Service Training Programs. You, as his or her manager, could authorize this employee to participate in some of the developmental assignments described in the sample IDP. However, if your secretary is in a completely different function from the one he or she wants to be detailed to, it may be difficult for you to authorize this kind of detail without having an adverse effect on your section's operations. Obviously, if your employee is <u>not</u> in training for a target position and wants to participate in training or details that are not related to his or her present job, the number of these developmental assignments you can allow will be limited.

Situation 5.3 Employee's Performance in Present Job Is Unacceptable, Employee Has Potential for Another More Technically Advanced Job.

If one of your employees is performing unacceptably, you, as his or her manager, should already be working with this individual to bring his or her performance up to par. The employee's unsatisfactory performance should not be a surprise to either of you.

This person isn't doing well in his or her present job and yet is in your office telling you that he or she wants a promotion. What do you say to this employee? Tell the truth. Lay out the facts as plainly as possible. The employee will have to compete in order to be selected for training for a designated target position. He or she will not be able to compete successfully against other eligible employees unless his or her performance in the present job reflects good potential for the target position. At a minimum then, he or she must bring his or her performance in the present job up to a fully acceptable level. This has to be the employee's first objective.

Once the employee has brought his or her performance to an acceptable level, you should then concentrate the IDP on developmental activities that will further improve his or her chances for being selected for the career goal job. You would follow the Individual Development Process we described throughout section 4. If the employee is not selected, the career goal may have to be revised.

Situation 5.4 Employee's Performance in Present Job is Unacceptable, Employee Has No Skills or Potential for Other Jobs.

The first objective in this employee's IDP would be identical to that of the employee described in section 5.3: to bring performance in the present job up to a fully acceptable level. The next step would be to analyze the employee's existing skills very carefully and help him or her to develop a skills base through general education and development courses in fundamental areas like reading, mathematics, and English. A long range career goal for this employee would then center on supplementing these basic skills with other more specialized skills that could be directly applied to other jobs. Competing for a designated target position might also be a long range career goal for this employee.

Situation 5.5 Employee Considers Alternatives Then Decides to Stay in Present Job.

Not everyone who comes in for counseling will want to start a career in a new field. A number of your employees who are eligible may ask for counseling just to find out what the program is about. Or, once they've seen the other options that are open to them, these individuals may feel that their present job offers them the most promise. These employees will probably be most interested in finding out what qualifications they will need to progress, and what vacancies IRS anticipates at higher grade levels in their present career ladders.

Your responsibility to these employees is the same as it has always been. You need to sit down with each one and develop an IDP which includes formal training and/or developmental OJT assignments. Your objective should be to perfect this employee's performance and prepare him or her for advancement if further advancement in the present career field is possible.

You might also want to take a fresh look at this individual's job. Are you under-utilizing this person? Could you make his or her job more interesting by changing around some of the duties? Get the employee to help. If he or she has made a decision to "go all the way" in the present job, chances are this person will be interested in improving his or her work situation.

Situation 5.6 Employee Has Potential for a Career Outside the Present Career Field, the Career Goal is Designated as an Upward Mobility Target Position, Employee is Not Presently Qualified for the Target Job.

This employee should compete for the target position. If he or she is selected, this individual will receive all the training that's necessary to qualify for the target position. This training might be formal--in a classroom. It might also involve arranging lengthy OJT details so that the employee will be able to build up any generalized or specialized experience he or she needs.

If your employee is selected, the role you play will depend upon how your local Upward Mobility Program is structured. Probably you will be working much more closely with Personnel and Training while you are developing this individual's IDP than you did when drawing up IDP's for your other employees. Otherwise, the process will be pretty much the same. Follow the steps we discussed throughout section 4, The Individual Development Process.

If your employee is not selected for the target position, you should focus the IDP on developmental activities that might improve his or her chances for selection in the next competition for that target job. If your employee is not selected for the target position in subsequent attempts, then his or her situation is the same as that of the employee in situation 5.2. You and the employee may also want to consider alternative career goals.

5.7 Problem VI: Identifying Employee Types. Indicating Possible Counseling Action

Information on the six employee situations we have just discussed is summarized in the table that begins on the next page. Study the table then use it to answer the questions that follow it.

EMPLOYEE SITUATIONS / COUNSELING ACTIONS

If Your Employee Fits This Situation:	/	You Should Take This Counseling Action:
5.1 Employee is under-utilized.		5.1 This employee already has entry level skills. He or she doesn't need to compete for training for a target position. The employee should compete for the next regular opening in the interest area. If he or she is not selected, focus the IDP on improving his or her chances for selection in the next competition for the desired job or on revising the career goal.
5.2 Employee is interested in but not presently qualified for career goal outside present career field. Career goal is not a designated Upward Mobility Target Position.		5.2 This employee is eligible for any regular training programs, e.g. Self-Study Lab, Correspondence Courses, Out-Service Training, etc.. You can also arrange developmental OJT assignments if you, as a manager, feel it can be done without seriously interrupting your workflow. (See section 5.2.)
5.3 Employee is performing unacceptably in present job but has potential for a more technically advanced job.		5.3 Focus the IDP on bringing the employee's performance in the present job up to a fully acceptable level so that he or she will be able to compete against others for regular openings and/or training for target positions. Once this is accomplished, concentrate the IDP on activities that will further improve the employee's selection of a career goal. If the employee is not selected, the career goal may have to be revised.
5.4 Employee is performing unacceptably in present job has no skills or potential for other jobs.		5.4 Focus the IDP on bringing the employee's performance in the present job up to a fully acceptable level so that he or she will be able to compete against others for regular openings and/or training for target positions. Once this is accomplished, the employee should concentrate on improving his or her ability in areas such as reading, math, basic English, etc. so that he or she can begin to develop a skills base which might later be applied to other jobs.
5.5 Employee considers alternatives then decides to stay in present job.		5.5 Develop an IDP that includes any classroom and/or OJT training which will refine this employee's present performance and will prepare him or her for advancement if further advancement in the present career field is possible.
5 6 Employee has potential for a career outside present career field. Career goal is designated as an Upward Mobility Target Position. Employee is not presently qualified for target job.		5.6 The employee should compete for training for the target position. If selected, the employee will receive all the training and experience he or she needs to qualify. If he or she successfully completes all this training, the employee will move into the target position. If the employee is not selected, the two of you can revise the career goal or focus the IDP on activities that might improve his or her chances for selection in the next competition for training for the target position. If the employee is still not selected for training for the target position, his or her situation is the same as that of the employee in 5.2

Questions

Read each of the following brief descriptions. In the space after each description write the number from the chart that you feel best describes the employee's situation and the counseling action you should take. Some of the employees described will fall into more than one category and possibly call for more than one course of action. In cases where you feel this is true you should indicate all the situations/actions you feel apply and give a short written explanation.

(Answers follow the fourth question.)

5.71 Jack Robin, age 47, is a Messenger GS-302-2. Jack finished 10th grade. He has spent six years on his present job. Prior to that he was a cook in the Army for 20 years. Jack is not performing satisfactorily. He makes too many errors and is not meeting deadlines. Part of Jack's problem is that he reads poorly and has trouble understanding instructions; part is due to his attitude. Jack says that for what he's being paid, he shouldn't be expected to break his back.

5.711 Where does this situation fit on the Chart?

5.712 Jack's attitude problem requires sound two-way communication. He has to be impressed with the fact that a low grade is not justification for poor performance. You, on the other hand, must find out the reason for the poor attitude. What do you think is at the root of Jack's attitude problem?

5.72 Georgette Jay is a GS-301-3 Data Transcriber. She is a high school graduate and has finished one year of business college. She's been in her present job about a year and a half. Before coming to IRS she worked for six years as an accounting clerk in private industry. Georgette really doesn't like being a Data Transcriber, and she makes sure that everyone else in the section knows it. She says she took the job "Because it was the only thing open, not by choice." Georgette's poor attitude is matched by her unacceptable production rate. All in all she's your perennial "problem child."

Her records from the previous job in private industry indicate just the opposite. There she was one of the firm's better accounting clerks. Georgette says she'd probably still be working there if the company hadn't closed the local office.

Georgette tells you that she'd really like to do something along the lines of her old accounting clerk job again. You check the Careers Handbook and consult with Personnel. Georgette's experience qualifies her for a GS-520 Accounts Maintenance Clerk job, and there will be a vacancy opening up in your locality in the next quarter.

5.73 Sarah Wren is a Tax Examiner GS-592-5. Sarah has a high school diploma and six years experience in her present job. She never worked before coming to IRS. For the last several years Sarah has been in the Examination Branch where the highest grade is GS-5. Her work is satisfactory. She has been on the highly qualified list for several Tax Examiner vacancies outsde her branch, where the grade potential is GS-7, but has never made the best qualified list. She has come to you for Upward Mobility counseling. Together you have considered Computer Operator (with potential to GS-9), Personnel Specialist (with potential to GS-11), and Management Analyst (with potential to GS-11). She has rejected all three of these choices.

The Computer Operator job involves rotating shifts, and her family situation prevents her from taking that kind of job. In order to transfer over for the Personnel Specialist job, Sarah would have to take a downgrade. She says she can't afford it. The Management Analyst job looked like a good career goal, but Sarah felt that she would have trouble writing up reports and making oral presentations to management. Finally, you both decide that her present career field probably offers the best prospects for her.

5.74 Joe Dove, age 24, is a GS-305-3 Mail Clerk in your section. He has a high school diploma, and he's been in his present job about a year. Before coming to work at IRS, Joe was a truck mechanic in the Army. Joe's conscientious, ambitious, and he's ready to move on to more technically challenging work. After going through the analysis phase of the counseling process, you and Joe agree that he should aim for a job as a Tax Auditor. He doesn't meet the entry level qualifications as a Tax Auditor, but he is qualified to be an Audit Accounting Aide. If he worked a year or two in this bridge position, he could then move into the Tax Auditor job. You check the Projected Vacancy Charts. IRS anticipates four Audit Accounting Aide vacancies will open up in your area this spring. Two of these have been designated as interim positions leading to the Tax Auditor job.

5.75 Mary Crow comes in to see you. She's one of your Clerk Typists. She's all fired up about the program and full of questions. You see from her survey that she had been in college for two years before coming to IRS. When you question her, she says she quit because school really didn't interest her. You discuss one or two other possibilities, but Mary really feels she'd be happiest continuing with her secretarial work. Last fall she took an evening course in shorthand at the local junior college and got her Civil Service Certificate. She wants to know how she can get a GS-5.

5.71

5.711 5.4

5.712 We're not expecting you to become a psychoanalyst. In this situation the problem is pretty apparent: if a Messenger can't read, he can't do his job well. If he can't do his job well, it's easier to convince himself that it doesn't matter anyway than it is to admit to himself that he's not performing well. If he consequently doesn't care, his performance gets even worse. It's a vicious circle. The first step is to try to bring his present performance up to an acceptable level. You should check with your Training Officer to see just how much remedial reading Jack needs, and what training IRS can make available to him.

5.72 Georgette falls into situation 5.3. If her present work is unacceptable you can't give her a good performance rating. Without a good performance rating she will never be able to compete for an Accounting Clerk job even if she is qualified. She has got to bring her present performance up to par. Once she's done that, her situation will be more nearly that of 5.1.

5.73 Sarah typifies situation 5.5. With her family situation and her unwillingness to take a downgrade, her career options are limited. She feels she would have a problem writing formal reports and making oral presentations. These things can be learned. You could probably contact your Training Officer for information on writing courses and try to suggest some kind of social activity or work-related activity that Sarah could participate in to get practice speaking to small and large groups. However, if she is not willing to do this, Management Analyst is not a viable career goal. You should try to improve her present performance and prepare her for advancement in her present job as a Tax Examiner.

5.74 Joe really falls into several categories, and the action you should take is a combination of all of them.

First, Joe clearly fits situation 5.2. He is aiming for, but not presently qualified for a career goal, Tax Auditor, which is outside his present career field, Mail Clerk. The anticipated Audit Accounting Aide positions alter his particular case though. Accounting Aide is a bridge position which leads directly to the career goal. The entry level qualifications are minimal, and Joe is presently qualified for an Aide position. In this sense then, his situation is really closer to 5.1. He should compete for either of the two regular Accounting Aide jobs when the anticipated vacancies open up. Joe has other options, also. He meets all the tests for situation 5.6. He would be a prime candidate for the special training for either of the two remaining Accounting Aide jobs which have been designated as Upward Mobility Target Positions. He should also compete for this program.

If Joe is not selected for a regular Accounting Aide opening, or for a target position, he will once again be in situation 5.2. The competition for the Tax Auditor job itself will most likely be much greater than for the Aide position. Realistically then, if Joe is repeatedly not selected for the bridge position, you should advise him to revise his career goal.

5.75 Mary is an under-utilized employee (5.1). You should check to see what secretarial jobs at GS-5, e.g. Clerk-Stenographer will be opening up and encourage her to apply for the next vacancy.

6. GOOD COUNSELING

This booklet was designed to be used on the job. You should have it with you during the counseling session. If you feel that you might have forgotten to consider some important factor that should be input into the final decision-making process, open this booklet and take a few moments to review. If you're unsure or uneasy, your employee will be unsure or uneasy also. It's better to have him or her wait a moment while you check to make sure you have discussed all the important factors, than it is to stumble along uncertainly.

The flow chart of the Counseling Process, a worksheet like the one you used to compare the TSR and Revenue Agent jobs in Problem V, and the table of Employee Situations/Counseling Actions are reprinted at the very end of this package. Tear them out and keep them in front of you during the session. They will help you keep the process in mind. The Employee Situations/Counseling Actions table can be especially helpful. Even though your employees will not fit exactly into these six categories, the chart should give you general guidance and a place to start from when deciding what overall action to take.

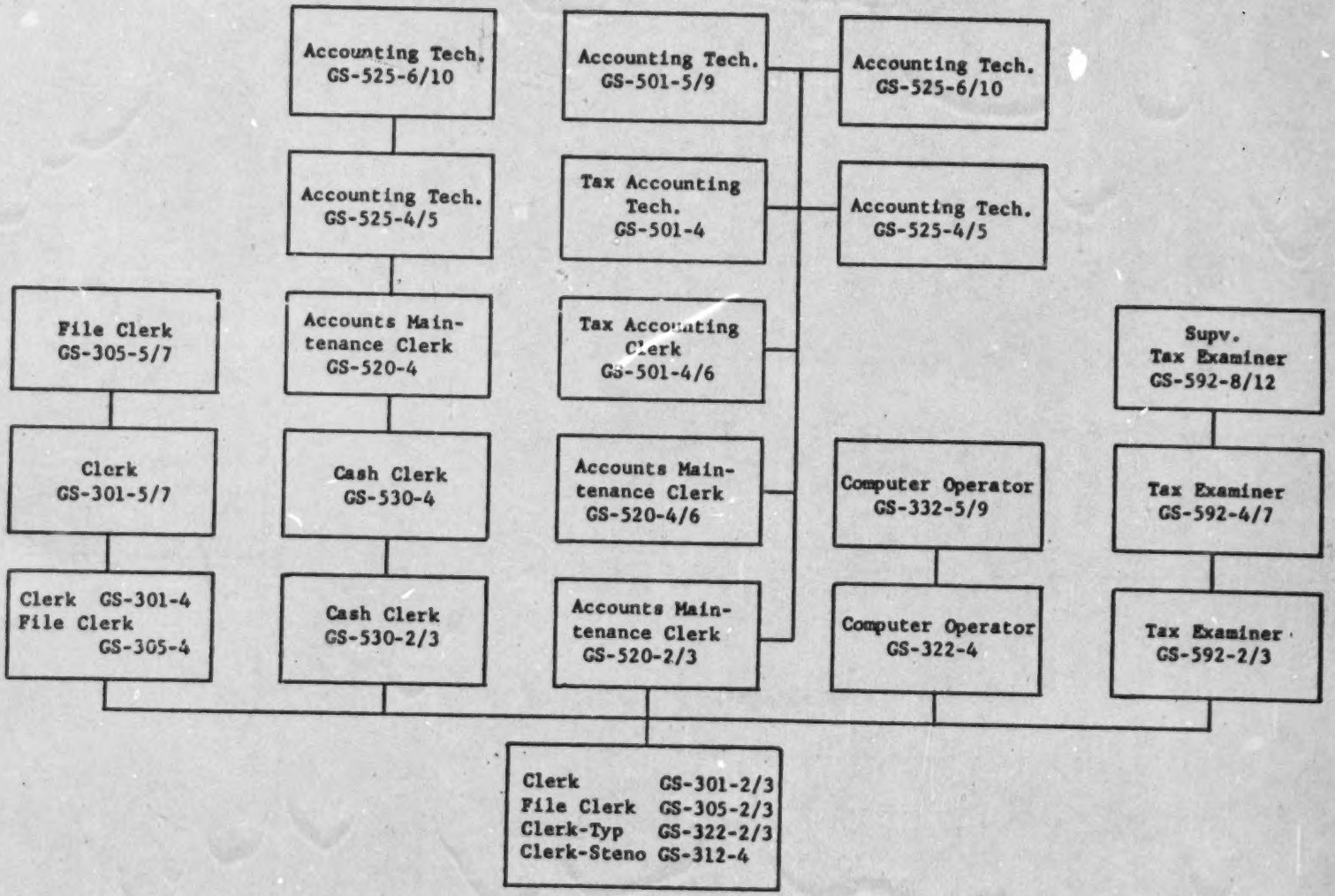
Throughout the problems in this booklet, you have been working with the Sample Careers Handbook. Your Region, District, or Service Center may already have a handbook of this kind. If not, they will be adopting one very much like it in the future. Your Upward Mobility Coordinator will be the prime source of these resource materials. You should also work with your Personnel and Training Officers. Consult them if you have any questions.

Counseling is one of those complex human interactions that's hard to pin down. Trying to tell someone how to be a "good counselor" in a short course like this is something like trying to tell him or her how to be a "good person." Most of us are pretty sure we know what a "good person" is, but none of us has yet been able to come up with a concise, straightforward definition that everyone else agrees with.

In this course we've taken a different approach. We've tried to point out the sources of information that will be available to you, to clearly state the questions you should ask both yourself and the employee, and to define the factors you should consider when you are helping an employee make the final decision on a career goal. It's hard to predict whether or not you'll be a "good counselor." However, if you and the employee consider all or most of the points we've discussed before making your final decision, you will be doing good counseling.

SAMPLE CAREERS HANDBOOK

Your Upward Mobility Coordinator will supply you with information similar to that contained in this sample handbook. Your Region, District, or Service Center may already be using a handbook of this kind. This sample was adapted from a handbook developed by the Southwest Region.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Tax Accounting Tech. GS-501-4
Tax Accounting Clerk GS-501-4/6
Accounts Maintenance Clerk GS-520-4/6
Accounts Maintenance Clerk GS-520-2/3
Accounting Tech. GS-525-6/10
Accounting Tech. GS-525-4/5
Computer Operator GS-332-5/9
Computer Operator GS-322-4
File Clerk GS-305-5/7
Clerk GS-301-5/7
Clerk GS-301-4
File Clerk GS-305-4
Supv. Tax Examiner GS-592-8/12
Tax Examiner GS-592-4/7
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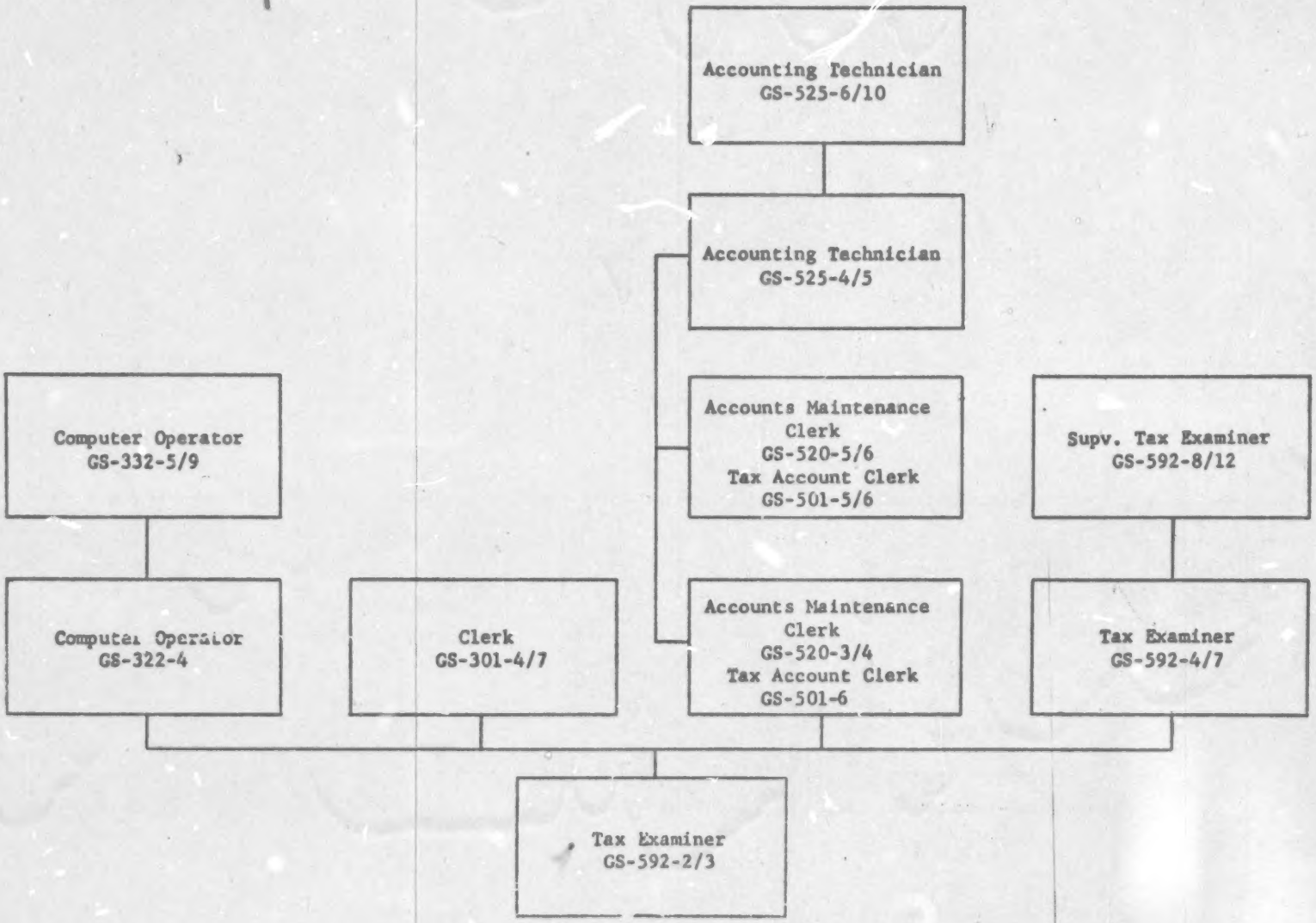
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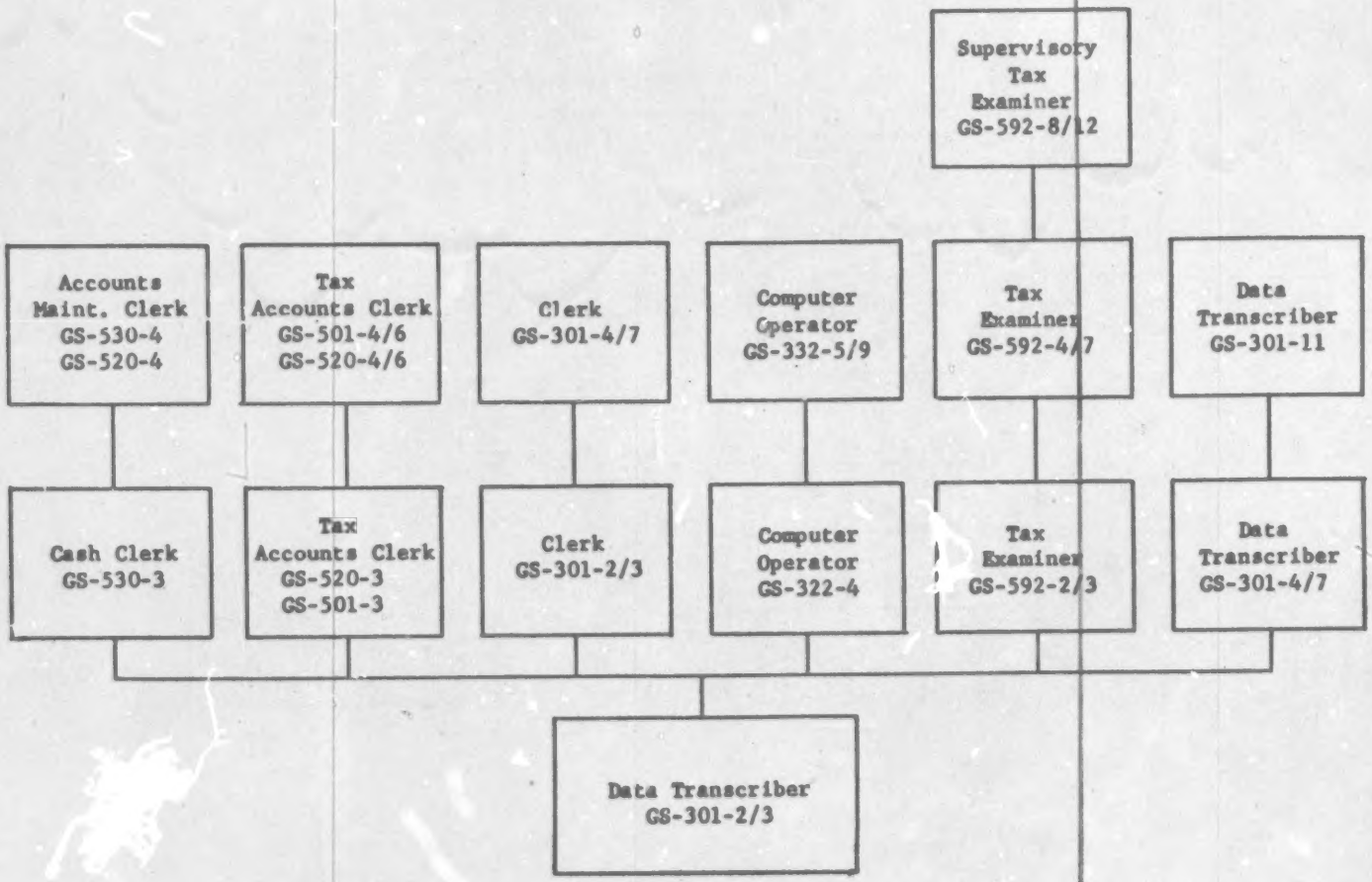
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Computer Operator GS-332-5/9
Tax Examiner GS-592-4/7
Data Transcriber GS-301-11
Cash Clerk GS-530-3
Tax Accounts Clerk GS-520-3 GS-501-3
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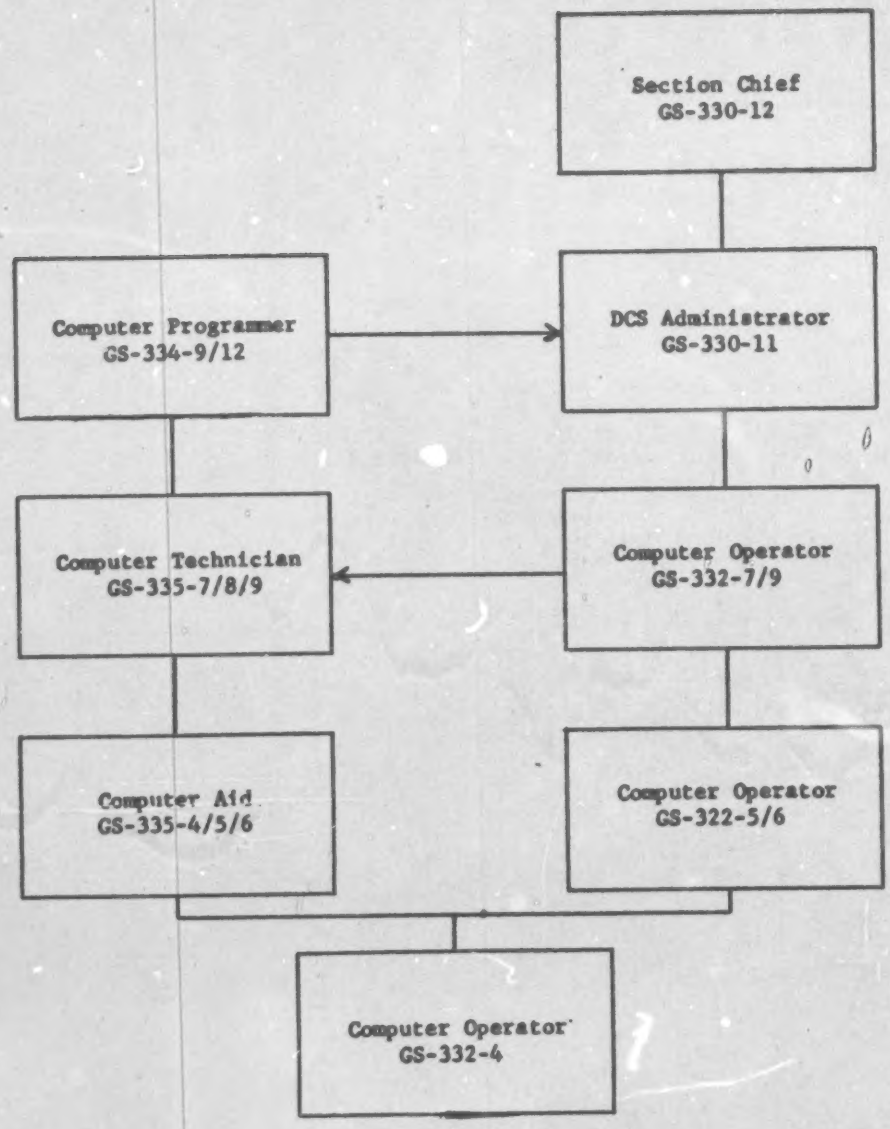
Data Transcriber GS-301-2/3

81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Computer Programmer
GS-334-9/12
DCS Administrator
GS-330-11
Computer Technician
GS-335-7/8/9
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Computer Aid
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Computer Operator
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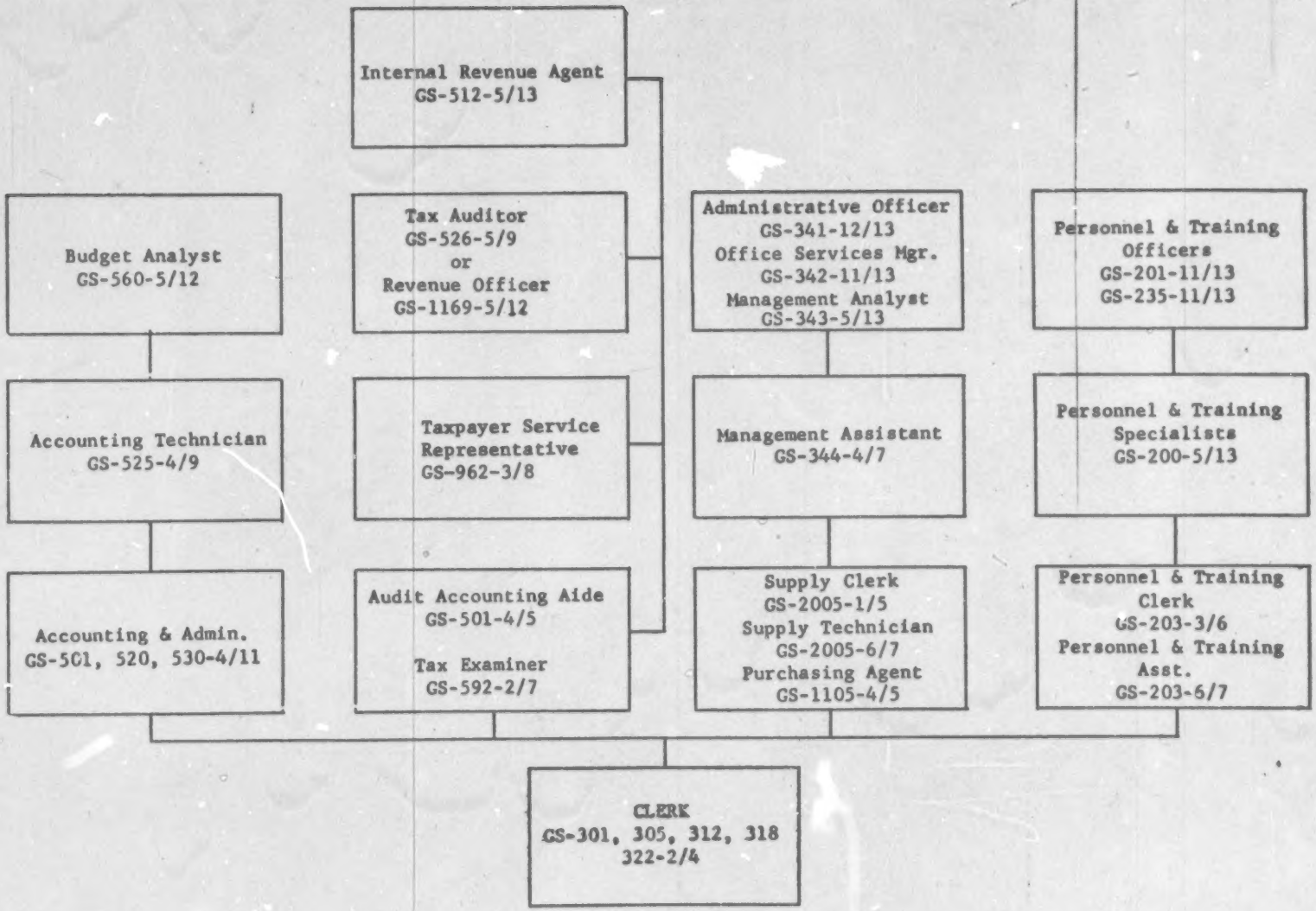
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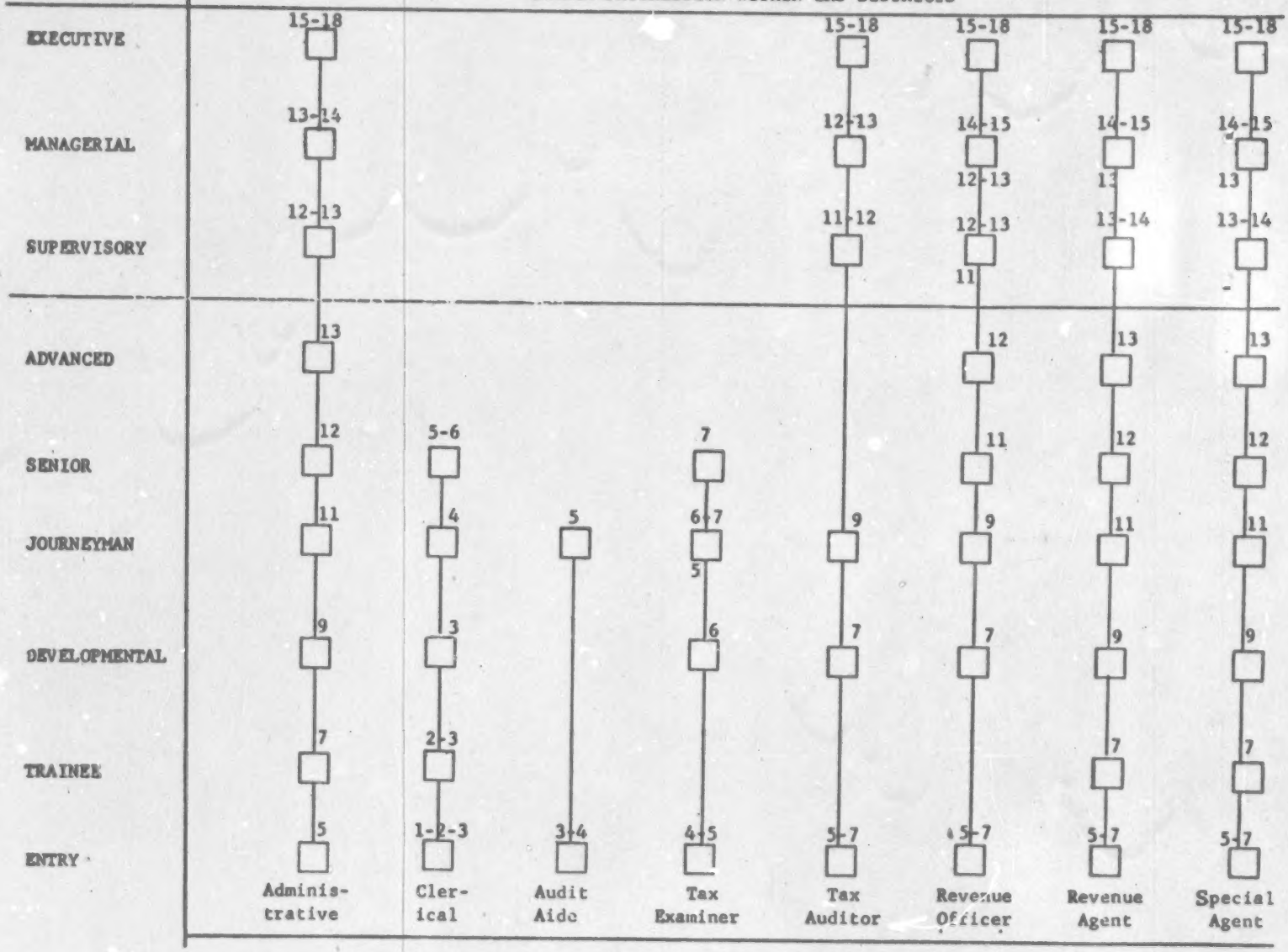
Budget Analyst
GS-560-5/12
Tax Auditor
GS-526-5/9
or
Revenue Officer
GS-1169-5/12
Administrative Officer
GS-341-12/13
Office Services Mgr.
GS-342-11/13
Management Analyst
GS-343-5/13
Personnel & Training
Officers
GS-201-11/13
GS-235-11/13
Accounting Technician
GS-525-4/9
Taxpayer Service
Representative
GS-962-3/8
Management Assistant
GS-344-4/7
Personnel & Training
Specialists
GS-200-5/13
Accounting & Admin.
GS-501, 520, 530-4/11
Audit Accounting Aide
GS-501-4/5
Tax Examiner
GS-592-2/7
Supply Clerk
GS-2005-1/5
Supply Technician
GS-2005-6/7
Purchasing Agent
GS-1105-4/5
Personnel & Training
Clerk
GS-203-3/6
Personnel & Training
Asst.
GS-203-6/7
CLERK
GS-301, 305, 312, 318
322-2/4


CAREER LEVEL
CAREER PROGRESSION WITHIN IRS DISTRICTS
EXECUTIVE
MANAGERIAL
SUPERVISORY
ADVANCED
SENIOR
JOURNEYMAN
DEVELOPMENTAL
TRAINEE
ENTRY
15-18
13-14
12-13
13
12
11
9
7
5
5-6
4
3
2-3
1-2-3
3-4
7
6-7
6
4-5
11-12
12-13
11
5-7
14-15
13-14
Administrative
Clerical
Audit Aide
Tax Examiner
Tax Auditor
Revenue Officer
Revenue Agent
Special Agent

SECRETARY (STENOGRAPHY) GS-318-4/6

Duties:

Secretary GS-318

Serves as personal assistant to an individual by performing a variety of clerical and administrative duties which are auxiliary to the work of the supervisor.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE
GS-4	2	0
GS-5	2½	½
GS-6	2½	1

General Experience is experience in typing, stenographic, or clerical work which demonstrated possession of ability to perform secretarial work above the trainee level.

Specialized Experience is experience in secretarial work which has involved responsibility for serving as the principal personal office assistant to a designated supervisor and which has included participation in the work of the supervisor.

Substitutions:

(1) All of the experience requirements for the GS-5 level may be met by completion of four academic years of education in a resident college.

(2) All of the experience requirements for the GS-4 level may be met by completion of two academic years of education above the high school level.

CLERK-TYPIST GS-322-2/3

Duties:

Clerk-Typist GS-322

Perform typing work either solely or in combination with clerical work. Clerical duties consist of a variety of nonspecialized tasks, such as answering telephone, filing, opening and distributing mail, and similar general duties.

Experience: In addition to proficiency in typing, applicants must have:

GRADE	EXPERIENCE
GS-2	(a) Successfully completed a 4-year high school course; OR
	(b) Have had six months of typing experience.
GS-3	(a) Successfully completed one academic year of substantially full-time study in a resident school above high school level; OR
	(b) Have had one year of typing experience.

Written Test: Pass a typing examination of 40 words per minute.

COMPUTER OPERATOR GS-332-4/7

Duties:

Operates the control console of a digital computer system, together with operation of peripheral equipment. Operating the computer entails readying the equipment for operation, monitoring and controlling operations during machine processing, and taking prompt action in response to programmed instructions, machine failures, or unscheduled halts.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE
GS-4	2	0
GS-5	2	1
GS-6	2	2
GS-7	2	3

General Experience is experience in the operation of electric accounting machines; or clerical experience, or experience in the operation of office business machines and other machines such as card punch, verifier, and the like.

Specialized Experience is experience in the operation of a computer system or peripheral devices used in support of computer operations. This experience must show that the applicant has gained the necessary skills to diagnose and correct program defects, data errors, or equipment failures.

Quality of Experience:

For positions at Grade GS-5, except for those who qualify on the basis of education alone, at least 6 months of the required specialized experience must have been comparable in difficulty and responsibility to the GS-4 level in the same or related work (e.g., Computer Aid or Technician).

For positions at Grade GS-6, at least 1 year of the required specialized experience must have been comparable in difficulty and responsibility to the next lower grade in the Federal Service or 2 years comparable to the second lower grade in the Federal Service.

Substitution of Education or Training:

General Experience

(1) Study successfully completed in a school above the high school level may be substituted for general experience on the basis of 1 year of study for 1 year of experience.

(2) Completion of an 800 or more hour Computer Training Course which included at least 300 hours of "hands on" training may be substituted for 2 years of general experience. Computer training courses that included less than 300 hours of "hands on" training will be substituted for general experience on a month-for-month basis up to a total of 1 year of experience.

Specialized Experience

(1) Study successfully completed in a school above the high school level may be substituted for specialized experience on the basis of 1 year of study for 6 months specialized experience (up to a maximum of 1 year) provided the study included at least 12 semester hours in any one or a combination of the following: mathematics, statistics, data processing, business administration, accounting or other pertinent or related field.

(2) One year of experience in the operation of electric accounting machines may be substituted for 1 year of specialized experience. This experience must have provided a good overall knowledge of the data processing system and the relationship of the machine operated to the system.

Any equivalent combination of experience, education, and training is acceptable.

Lateral Reassignment to GS-5 Positions:

The requirement for specialized experience may be waived when employees are selected based on evidence that they have the aptitude necessary to progress in this field of work.

COMPUTER AID GS-335-5

Duties:

Provides support work to computer operators to insure smooth operation of systems for producing work by use of the digital computers. Responsibilities entail use of general knowledge of steps required to make computer programs or systems operational. Typically, incumbents are responsible for assembling appropriate tapes for programs or program segments; assign external labels to tape reels; file tapes insuring that updated, current tapes are properly distinguished from those retained for historical purposes; and maintaining control cards, program and tape lists.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE
GS-5	2	1

General Experience is general office experience which gives evidence of the individual's ability to enter and progress in this type of work. General experience may be clerical in nature or may involve the operation of office business machines (except reproducing equipment).

Specialized Experience is experience in computer or computer related activities which requires the use of a good general knowledge of computer operations, procedures, and data flow.

The following IRS--AUSC jobs are considered as specialized experience for Computer Aid: Control Clerk, GS-301-4; Tax Examiner, GS-592-4 (except Examination Branch); and Key Punch Operator, GS-356-4.

Quality of Experience

For positions at Grade GS-5, at least 6 months of the required specialized experience must have been comparable in difficulty and responsibility to GS-4.

Substitution of Education or Training:

General Experience

(1) Study successfully completed in a school above the high school level may be substituted for general experience on the basis of 1 year of study for 1 year of experience.

(2) Completion of an 800 or more hour computer training course (including programming) which included "hands on" access to computer equipment for the purpose of testing and debugging the programs prepared may be substituted for 2 years of general experience.

Specialized Experience

(1) Study successfully completed in a school above the high school level may be substituted for specialized experience on the basis of 1 year of study for 6 months specialized experience (up to a maximum of 1 year) provided the study included at least 12 semester hours in any one or a combination of the following: computer mathematics, basic and advanced computer programming, data processing, accounting, business administration, statistics, or other pertinent or related fields.

Any equivalent combination of experience, education, and training is acceptable.

OFFICE MACHINE OPERATOR GS-350-1/4

Duties:

Persons employed in these positions have as their primary responsibility the operation of one or more of the following machines: Cheshire labeling, Phillipsburg and Pitney Bowes inserters, Moore bursting, Challange cutting, Moore five-part separator, Bunn tying, Kalvar multi-mode reproducer, Dexter and Pitney Bowes folding, and Bell and Howell Reader.

Experience

GS-1: No experience, training, or education is required. No written or performance test required.

GS-2: Applicants may qualify in either of the following ways:
6 months of any kind of clerical or other experience in which the applicant demonstrated mechanical aptitude and potential ability to operate the machines listed under Duties; or graduation from high school.

AUDIT ACCOUNTING AIDE GS-501-3/5

Assists agents in the conduct of examinations by performing a variety of semi-technical duties. These duties are directly related to the examination of returns and involve preparation of schedules, exhibits, searching records and other duties designated by the examining officer from whom the Aide receives general guidance.

The Audit Aide position functions as a career bridge to higher level positions in Audit. In this regard:

1. Audit Aides who meet the formal qualifications may be considered for Tax Auditor positions, if such are available. Consideration will be given only to those Audit Aides clearly demonstrating the potential to perform at the journeyman level of the Tax Auditor position. Applicants must demonstrate to an interview panel that they possess the qualities necessary to meet and deal with taxpayers and their representatives as a GS-7 Tax Auditor. It will not be necessary for an Audit Aide to take a written test to qualify for non-competitive selection as a Tax Auditor.

2. In some instances, Audit Aides may qualify for entrance into the Revenue Agent occupation at the GS-5 level. In order to qualify for consideration as a GS-512-5, Audit Aides must meet the accounting requirement, must qualify on the basis of written Test No. 309, must have at least six months experience at the GS-5 level and must have supervisory certification that they have the ability, interest and personality to perform successfully the work of a professional accounting position.

Movement into such positions or promotions within the Accounting Aide occupation are not guaranteed, but are contingent on meeting formal qualifications, and an availability of workload.

Qualification and Grade Level Guidelines:

GS-3: Applicants may be appointed at GS-3 only under a special authority such as the Veterans Readjustment Authority (VRA). Candidates who meet Civil Service requirements for a VRA appointment should be considered on the basis of a review of their military service background information (to determine verbal and arithmetic reasoning abilities) and on the basis of a panel interview to determine verbal ability, interest, poise and ability.

GS-4 is the entry level. (VRA appointments may also be made at this level, if candidates meet basic job qualifications.)

1. For competitive selection (i.e., selection of candidates from outside IRS), the Junior Federal Assistant Examination is to be used. Candidates must meet the following requirements:

   (a) Top of the JFA register.

(b) Knowledge of bookkeeping or business practices gained through study or experience (request selective certification of JFA eligibles with this qualification).

(c) Demonstration, at an oral panel interview, that they possess the verbal and analytical ability for successful performance in the job.

2. Candidates from within IRS may be selected non-competitively on the basis of the following criteria:

(a) Education and experience indicating ability to learn and apply detailed procedures.

(b) Satisfactory performance evaluations by supervisors.

(c) Certification, by supervisory official, that candidate has ability, interest and personality to do the job.

(d) Results of written Test 710.

(e) Oral panel interview to determine verbal and analytical ability, interest, poise and potential or interest to progress into a professional position.

3. Audit Aides who perform successfully at GS-4 for one year will be eligible for promotion to GS-5. Those who do not show potential for performance at the GS-5 level and do not show that further training will develop this potential will be separated or reassigned as appropriate.

GS-5 is the primary working level.

INTERNAL REVENUE AGENT GS-512-5/13

Note:

Previously, completion of five IRS accounting courses were necessary to meet eligibility requirements for specific positions, such as Tax Auditor, Internal Revenue Agent, and Special Agent. Presently, only three IRS accounting courses are necessary. If the five courses have been completed, you are eligible. However, for those who have not, the three new courses meet the qualification requirements.

Duties:

Internal Revenue Agents are concerned with accounting investigations of corporations, partnerships, fiduciaries, other business enterprises, and individuals to determine Federal income tax liability.

Basic Requirements:

At the GS-5 entrance level the following qualifications are required:

a. College with a major in accounting, or
b. Three years of professional accounting and auditing experience, or
c. Successful completion of the 3 IRS correspondence courses in accounting.
d. Six months experience at GS-5 or higher in a position requiring interpretation and application of the IRS Code
e. Satisfactory supervisory recommendation

One year of satisfactory qualifying experience at Grades Gs-5, 7 and 9, is the minimum requirement for promotion to grade GS-11 which is the full performance level.

Written Test: Pass an accounting test unless qualified on the basis of education.

Interview: Applicant's possession of the required personal qualifications necessary for successful on-the-job performance, such as appearance, bearing and manner, and ability in oral expression is determined in the interview.

Alternative Requirements for Tax Auditors GS-526-9

Tax Auditor experience may be accepted as qualifying for grade GS-9 Internal Revenue Agent positions when all the following conditions are met:

1. Employee meets the basic qualification requirements for all Internal Revenue Agent positions at grade GS-5 (4 years of college which included or was supplemented by 24 hours of accounting and auditing subjects, or first three IRS courses in accounting, or 3 years of acceptable experience) and when necessary has passed written test in accounting subjects: and

2. The employee has had 2 years of quasi-professional technician experience; and

3. The employee has clearly demonstrated he has the necessary background to perform satisfactorily the duties of the professional position to be filled; and

4. A certification has been made by an Internal Revenue Agent who is supervising the Tax Technician's work directly or indirectly that he has the abilities, interest, and capabilities, to perform successfully the work of an Internal Revenue Agent position.

ACCOUNTING TECHNICIAN GS-525-4/6
(Regional Office and Service Center)

Duties:

Accounting Technician GS-525

Requires a basic understanding of double entry accrual accounting techniques and procedures in performing the maintenance and verification of accounts and the compilation of accounting data within a prescribed double entry accounting system.

Functions typically performed include classifying accounting transactions; maintaining and reconciling accounts; closing accounts and preparing reports and statements; analyzing accounting data; and examining accounts.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE
GS-4	2	0
GS-5	2	1
GS-6	2	2

General Experience is clerical work which has demonstrated arithmetic aptitude and ability, accuracy and attention to detail, and the ability to apply established procedures for recording and compiling data. Such work may have involved--

(a) maintaining various types of records requiring accuracy in selecting, posting, and consolidating pertinent data;

(b) coding, compiling, or verifying statistical data;

(c) making arithmetic computations, applying formulae or conversion tables, etc.,

(d) screening various types of documents to verify the accuracy of codes, amounts, or similar data in numeric form against related documents or guides;

(e) operating various calculating or posting machines provided this work included responsibility for verifying accuracy; or

(f) similar work which demonstrated the relevant abilities

Specialized Experience is work which required the candidate to acquire and apply a knowledge of established double entry accounting procedures and techniques in the performance of such functions as--

(a) analyzing and classifying or recording transactions;

(b) balancing, reconciling, adjusting, or examining accounts;

(c) developing or verifying accounting data for reports, statements, and schedules; or

(d) performing prescribed analyses of accounting data.

The directly related experience requirements are:

For positions at grade GS-6, at least 6 months of the specialized experience must be directly related.

Directly related specialized experience is defined as experience gained in the same specialized area of accounting technician work as the position for which application is made.

Quality of Experience:

At least one year of experience must have been at a level of difficulty comparable to the next lower grade in the Federal Service.

Substitution of Education:

General Experience

(1) Study successfully completed in a resident college, university, or junior college may be substituted for general experience on the basis of one-half academic year of study for 6 months of experience provided it included at least 3 semester hours per year in the fields of bookkeeping or accounting.

(2) Study successfully completed in a resident business or commercial school or other comparable institution above the high school level may be substituted for general experience on the basis of one-half academic year of study for 6 months of experience provided such study included accounting or bookkeeping as well as other subjects such as business English, office machines, filing and indexing, office practices or business mathematics. No credit will be allowed for training which has been obtained only or primarily in the basic skills of shorthand or typing or refresher courses.

Specialized Experience

(1) Study of the nature described in (1) and (2) above may be substituted for the first year of specialized experience on the basis of 1 academic year of study for 6 months of specialized experience.

Substitution for Specialized Experience:

Responsible work in closely related occupations which has demonstrated potential for advancement and aptitude for accounting technician work may be substituted for a maximum of 1 year of specialized experience. Experience in related work (e.g., accounting clerical, payroll voucher examining, cash accounting, budget, cost estimating, work measurement, etc.) may be credited provided it involved--

(a) demonstrated analytical ability in interpreting and applying a body of regulations and procedures under varying conditions;

(b) substantial responsibilities for verifying the accuracy and completeness of data in source and supporting documents or reports and for tracing and correcting discrepancies; and

(c) reconciling records maintained with related accounting data or performing prescribed analyses of the records maintained (e.g. to reflect trends, fund status, actual vs. standard hours).

Work in related areas which does not fully meet the above conditions is creditable as general experience only.

TAX AUDITOR GS-526-5/9

Duties:

A Tax Auditor examines tax liability issues arising from assigned cases, reaches final decisions on tax liability and explains to taxpayers the basis for adjustments, secures agreements to final decisions or fully advises taxpayers of all appeal rights in cases of non-agreement. The ability to apply Internal Revenue Codes and related regulations to a variety of tax questions is necessary.

Basic Requirements:

At the GS-5 entrance level, the following qualifications are required:

(a) Three years of general business experience that provides a good knowledge of business methods, legal, banking and accounting experience, or

(b) Successful completion of the 3 IRS correspondence courses in accounting.

One year of satisfactory qualifying experience at grades GS-5 and GS-7 is the minimum requirement for promotion to GS-7 and GS-9 respectively. In addition, grade GS-9 requires accounting knowledge equivalent to six semester hours of college elementary accounting. The IRS correspondence course in basic accounting meets this requirement.

The following types of experience which might be gained in the Internal Revenue Service will be accepted in meeting non-competitive standards for Tax Technician positions at the entrance or developmental level:

(a) Experience in a position in which the applicant was required to apply a knowledge of the Internal Revenue Code and related regulations and procedures to a variety of tax questions, such as positions in office collection work or in furnishing taxpayer assistance and information (in person or by correspondence) to the general public.

(b) Experience in making adjustments on tax returns, providing adjustments of an "Audit nature" (e.g. those which involved exemptions for dependents, head of household status, surviving spouse computation, etc.) were made on a regular basis.

(c) Experience which has required the interpretation and application of the Internal Revenue Code and related regulations in determining correct tax liability or for other purposes.

Specialized Experience:

-Experience in the office audit of various types of tax returns to determine tax liability of individual taxpayers, businesses, or corporations which required the application of pertinent parts of the Internal Revenue Code and related regulations and procedures (but which did not require a full professional knowledge of accounting) when it has demonstrated ability (1) to conduct analytical examinations, (2) to make imaginative use of in-office fact-finding techniques, and (3) to develop effective public contact skills.

-Experience in determining, redetermining, or advising on liability for Federal taxes, which required the application and knowledge of professional accounting practices and principles.

-Experience in program evaluation or internal audit, or administrative or management experience directly related to the assessment and collection of Federal taxes (other than alcohol and tobacco).

-Experience in conducting investigations of alleged criminal violations of Federal tax statutes and making recommendations with respect to criminal prosecution and the assertion of civil penalties.

-Experience in collecting delinquent Federal taxes (other than alcohol and tobacco), canvassing for unreported taxes due, and securing delinquent returns requiring the application and knowledge of (1) general or specialized business practices, (2) internal revenue laws, regulations, procedures and precedents and, as required, (3) investigative techniques and methods.

-Any combination of the above types of experience.

Substitution of Education:

Successful completion of a course of study in a resident school above the high school level may be substituted on the basis of one academic year of education for nine months of experience up to a maximum of 3 years of the required experience.

Written Test:

Initial entry into Tax Auditor positions at the GS-5 and GS-7 levels; a written test is required.

Interview:

Applicant's possession of the required personal qualifications necessary for successful on-the-job performance, such as appearance, bearing and manner, and ability in oral expression is determined in an interview.

TAX EXAMINER GS-592-2/7 (Service Center)

Duties:

Tax Examiner GS-592

These are positions that require a knowledge of the processing of all types of tax returns; the accounting for tax payments; the collection of taxes due; and, in general, the Internal Revenue laws, rules, and procedures surrounding tax reporting and accounting transactions that do not involve professional, legal, or accounting determinations.

In the Service Center these positions include entering individual tax data into the ADP processing system and, on occasion, extracting information from this system for specific purposes.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE	TOTAL
GS-2	½	0	½
GS-3	1	0	1
GS-4	1	1	2
GS-5	1	2	3
GS-6	1	2½	3½
GS-7	1	3	4

General Experience is any kind of clerical or office work in which the applicant has demonstrated the ability to perform satisfactorily.

Specialized Experience is experience of the following types:

1. Preparing data for processing in an automatic data processing system or determining the cause of and resolving routine errors disclosed by such a system.

2. Bookkeeping, auditing, or accoutning work or related support work which has provided knowledge in one of these fields, e.g., accounting clerical work.

3. Investigating work which required a working knowledge of bookkeeping or accounting, and which required the preparation or review of written reports.

4. Legal, quasi-legal, or clerical claims examining or adjudication work which required a knowledge of laws, regulations, precedents, or business practices based thereon.

5. Work that provided a familiarity with the Internal Revenue Code, laws, and regulations, e.g., tax examining work in the district office collection activity.

6. Work that provided a familiarity with the methods, practices, procedures, and forms involved in service center data processing operations of the Internal Revenue Service, e.g., service center key punch operator or other service center clerical support work.

Substitution of Education and Training:

Applicants may substitute education and training for required experince as follows:

1. Graduation from high school may be substituted for six months of general experience.

2. Study successfully completed in a junior college, college, or university or in a business or commercial school or other comparable institution above the high school level may be substituted for one year of general experience and one year of specialized experience on the basis of one-half academic year of study for six months of experience provided such study included a major in such subjects as accounting and business law and was not primarily in the basic skills of shorthand, typing or in refresher courses.

3. Successful completion of four years of study in a resident school above the high school level may be substituted for three years of general and specialized experience. (An academic year of study consists of at least 30 semester hours or 45 quarter hours.)

4. Successful completion of the Internal Revenue Service's three accounting courses may be substituted for all experience requirements through grade GS-5 and for two years of required experience for grade GS-6. Partial credit will not be allowed for completion of less than the three courses.

Written test is required for grades GS-3 and GS-4.

TAX EXAMINER GS-592-4/7 (Districts)

Duties:

These are positions that require a knowledge of the processing of all types of tax returns; the accounting for tax payments; the collection of taxes due; and, in general, the Internal Revenue laws, rules, and procedures surrounding tax reporting and accounting transactions that do not involve professional, legal, or accounting determinations.

In the district offices these positions provide face-to-face assistance to taxpayers and to the administration of the accounts of tax payments and indebtedness of taxpayers.

TAXPAYER SERVICE REPRESENTATIVE GS-962-3/8

Duties:

Taxpayer Service Representative GS-962

The TSR interviews (in person or by phone) the taxpayer or his representatives to determine their tax problems and advises them as to tax regulations and alternative courses of action they can take. They may help taxpayers actually prepare their returns and may initiate adjustment actions on taxpayer's accounts as appropriate.

Experience:

GRADE	YEARS GENERAL EXPERIENCE	YEARS SPECIALIZED EXPERIENCE
GS-3	For trainees hired only for the filing season	
GS-4	2	0
GS-5	3	0
GS-7	3	2

General Experience: Experience that demonstrates an aptitude for meeting and dealing with the public and the ability to understand and apply a body of rules and regulations to specific cases.

Specialized Experience: Experience involving personal or telephone contact which demonstrates an ability to explain complex technical or regulatory information to individuals at different levels of understanding.

Substitutions:

(1) Two academic years of school above the high school level meets the requirements for a GS-4 position.

(2) A four-year college degree meets the requirements for a GS-5 position.

SAMPLE PROJECTED VACANCY CHARTS

Your Upward Mobility Coordinator will supply you with information similar to that contained in these charts. This includes information on the number, kind, and location of projected vacancies as well as a breakdown of the present number of employees on board in each category.

The statistics in this sample were synthesized specifically for the problems in this course. Information for all professions is not given, and the figures that do appear are not intended to be representative of real turnover or anticipated vacancies. Use the information your Upward Mobility Coordinator supplies you when you are counseling your employees.

Sample Projected Vacancies Chart *

ORGANIZATION → / TITLE AND SERIES ↓		REGIONAL OFFICE	APPLEMONT	BIRCHTON	CEDAR CITY	METROPOLIS	MOUTAIN CITY	LITTLESTON	LE GRANDEVILLE	SYCAMORE CITY	OAKTON SERVICE CENTER
Personnel Management	201	X	X	X	X	X	X	X	X	X	X	X
Personnel Clerical	203	X	X	X	X	X	X	X	X	X	X	X
Personnel Staffing	212	X	X	X		X			X	X		X
Position Classification	221	X				X						X
Labor Management and Employee Relations	230	X										X
Employee Development	235	X		X		X	X		X	X	X	X
General Clerical and Administration	301	X	X	X	X	X	X	X	X	X	X	X
Mail and File	305			X		X	X	X	X	X	X	X
Clerk-Stenographer	312	X	X	X	X	X	X	X	X	X	X	X
Stenographer or Typing Unit Supervising	313			X								X
Clerk-Dictating Machine Transcriber	316	X		X				X	X	X		X
Secretary	318	X	X	X	X	X	X	X	X	X	X	X
Clerk-Typist	322	X	X	X	X	X	X	X	X	X	X	X
Digital Computer Systems Administration	330											X
Computer Operation	332											X
Computer Specialist	334											1/12
Computer Aid	335											2/21
Program Management	340	X	X	X	X	X	X	X	X	X	X	X
Administrative Officer	341	X		X	X	X	X		X	X		X
Office Services Management	342		X	X	X	X		X		X	X	X

*Number of Projected Vacancies } 1/10 { Number Now On Board

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Sample Projected Vacancies Chart *

ORGANIZATION → / TITLE AND SERIES		REGIONAL OFFICE	APPLEMONT	BIRCHTON	CEDAR CITY	METROPOLIS	MOUTAIN CITY	LITTLESTON	LE GRANDEVILLE	SYCAMORE CITY	OAKTON SERVICE CENTER
Management Analysis	343	0/13			0/4	0/4		0/4			3/7
Management Clerical & Assistance	344	X		X		X			X		X
Program Analysis	345	X									X
Office Machine Operating	350			X				X		X	X
Printing Clerical	351										X
EAM Operation	359										X
Forestry	460			X				X			
General Accounting Clerical & Adm.	501	X									X
Financial Management	505	X									
Internal Revenue Agent	512	2/15	30/301	12/115	6/65	14/140	36/352	8/80	13/126	25/251	7/70	0/4
Accts. Maintenance Clerical	520	X		X		X	X					X
Accounting Technician	525	X								X		X
Tax (Auditor) Technician	526	0/4	0/35	10/50	5/42	24/132	1/44	0/38	0/40	5/41	0/40	0/3
Cash Processing	530		X	X		X	X		X	X	X	X
Voucher Examining	540	X										
Budget Administration	560	X										
Tax Accounting	592	X	X	X	X	X	X	X	X	X	X	X
Accounting Student Trainee	599		X	X		X	X	X	X	X	X	
Nurse	610											X
General Engineering	801	X					X				X	
Engineering Technician	802	X										

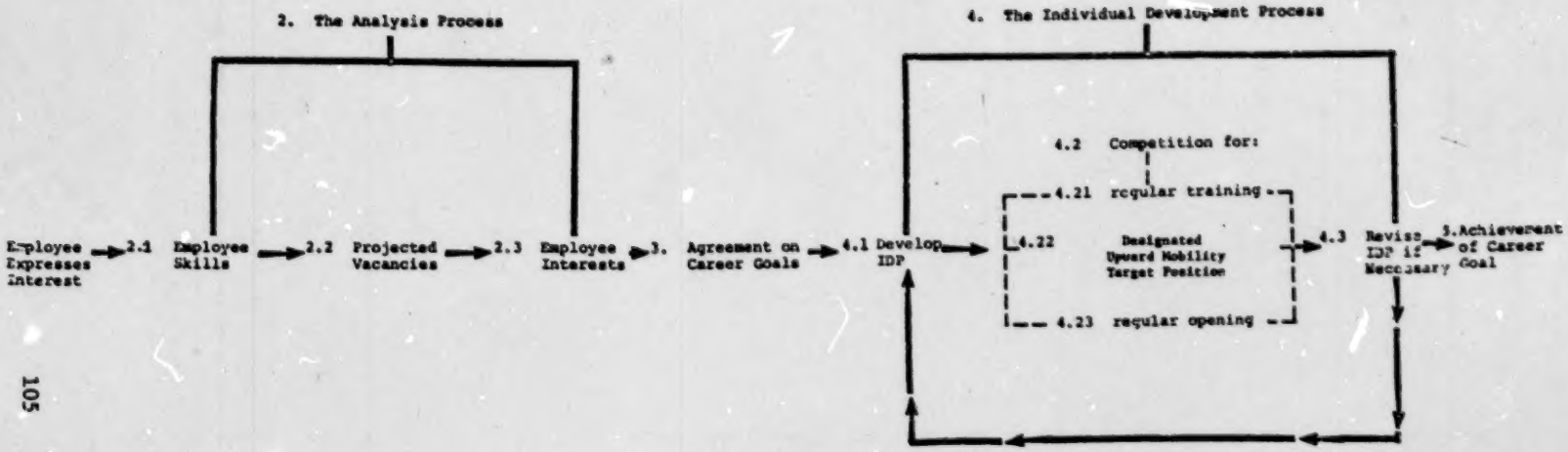
* Number of Projected Vacancies } 1/10 { Number Now On Board

Sample Projected Vacancies Chart*

TITLE AND SERIES ↓ / ORGANIZATION →		REGIONAL OFFICE	APPLEMONT	BIRCHTON	CEDAR CITY	METROPOLIS	MOUNTAIN CITY	LITTLESTON	LE GRANDVILLE	SYCAMORE CITY	OAKTON SERVICE CENT
Architecture	808	X									
Engineering Drafting	818										X
Petroleum Engineer	881			X		X			X	X	
Industrial Engineer	896			X		X	X	X	X	X	
Law Clerk	904			X							
General Attorney	905		X	X	X	X	X	X	X	X	X
Estate Tax Examiner	920		X	X		X		X		X	X
Taxpayer Service Representative	962	0/7	16/160	4/49	4/36	8/75	17/169	4/39	6/60	12/126	3/35	0/0
Office Drafting	1021										X
Public Information	1081	X				X		X		X	X	
Writing and Editing	1082										X
Purchasing	1105						X			X		X
Procurement	1106										X
Internal Revenue Officer	1169		X	X	X	X	X	X	X	X	X	
Statician	1530										X
Printing Management	1654	X									
Criminal Investigating	1811	X	X	X	X	X	X	X	X	X	X	X
Tax Fraud Investigating	1899		X	X		X	X	X	X	X	X	
General Supply	2001			X	X	X		X	X	X		
Supply Clerical and Technician	2005	X	X	X		X	X	X	X	X	X	X

*Number of Projected Vacancies } 1/10 { Number Now On Board

UPWARD MOBILITY CAREER COUNSELING



This is the U/M Career Counseling Process. The focus of the process is on sources of information and factors to consider when helping an employee structure a plan for self-development. We will examine each step of this process in detail.

Counseling Work Sheet

Job A	Job B
Entry Level Requirements (Skills, Training, Experience, etc.):	Entry Level Requirements (Skills, Training, Experience, etc.):
Additional Training or Experience Your Employee Needs to Qualify:	Additional Training or Experience Your Employee Needs to Qualify:
Lead Time:	Lead Time:

Job A	Job B
Personal Considerations:	Personal Considerations:
Long and Short Range Career Implications:	Long and Short Range Career Implication:
Possibility of Not Reaching the Career Goal:	Possibility of Not Reaching the Career Goal:

EMPLOYEE SITUATIONS / COUNSELING ACTIONS

If Your Employee Fits This Situation:	/ You Should Take This Counseling Action:
5.1 Employee is under-utilized.	5.1 This employee already has entry level skills. He or she doesn't need to compete for training for a target position. The employee should compete for the next regular opening in the interest area. If he or she is not selected, focus the IDP on improving his or her chances for selection in the next competition for the desired job or on revising the career goal.
5.2 Employee is interested in but not presently qualified for career goal outside present career field. Career goal is not a designated Upward Mobility Target Position.	5.2 This employee is eligible for any regular training programs, e.g. Self-Study Lab, Correspondence Courses, Out-Service Training, etc.. You can also arrange developmental OJT assignments if you, as a manager, feel it can be done without seriously interrupting your workflow. (See section 5.2.)
5.3 Employee is performing unacceptably in present job but has potential for a more technically advanced job.	5.3 Focus the IDP on bringing the employee's performance in the present job up to a fully acceptable level so that he or she will be able to compete against others for regular openings and/or training for target positions. Once this is accomplished, concentrate the IDP on activities that will further improve the employee's selection of a career goal. If the employee is not selected, the career goal may have to be revised.
5.4 Employee is performing unacceptably in present job has no skills or potential for other jobs.	5.4 Focus the IDP on bringing the employee's performance in the present job up to a fully acceptable level so that he or she will be able to compete against others for regular openings and/or training for target positions. Once this is accomplished, the employee should concentrate on improving his or her ability in areas such as reading, math, basic English, etc. so that he or she can begin to develop a skills base which might later be applied to other jobs.
5.5 Employee considers alternatives then decides to stay in present job.	5.5 Develop an IDP that includes any classroom and/or OJT training which will refine this employee's present performance and will prepare him or her for advancement if further advancement in the present career field is possible.
5.6 Employee has potential for a career outside present career field. Career goal is designated as an Upward Mobility Target Position. Employee is not presently qualified for target job.	5.6 The employee should compete for training for the target position. If selected, the employee will receive all the training and experience he or she needs to qualify. If he or she successfully completes all this training, the employee will move into the target position. If the employee is not selected, the two of you can revise the career goal or focus the IDP on activities that might improve his or her chances for selection in the next competition for training for the target position. If the employee is still not selected for training for the target position, his or her situation is the same as that of the employee in 5.2